

QUED CHARTER  
ELEMENTARY SCHOOL

CHARTER APPLICATION

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**AFFIRMATIONS AND ASSURANCES**

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As the authorized representative of the applicant, I hereby certify that the information submitted in this application for the charter for Qued Charter Elementary School to be located within the Compton Unified School District boundaries is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, the Charter School is committed to the following affirmations:

- The Charter School shall conduct all required pupil assessment tests pursuant to Education Code §60605 and §60851 or any other pupil assessments applicable to pupils in non-charter public schools.
- The Charter School shall meet all statewide standards applicable to non-charter public schools.
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- The Charter School will not charge tuition.
- The Charter School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability.
- The Charter School will admit all pupils who wish to attend the Charter School, subject only to capacity.
- The Meetings of the Board of Trustees for the Charter School shall be held in accordance with the Brown Act.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- The Charter School shall comply with the Public Records Act and the Family Educational Privacy Rights Act (“FERPA”).
- Admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. This is subject only to capacity and the admissions procedures and preferences stated herein.
- The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the District without imposing a burden or liability on the District.
- The Charter School shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of Education Code §47612.5 for the appropriate grade levels.

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- The Charter School shall maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection.
- The Charter School shall comply with all laws related to the minimum and maximum age for public instruction.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, teaching credentials, fingerprinting, and background checks as required by law.
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold, and are highly qualified as required by the No Child Left Behind Act (“NCLB”). As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s educational program.
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School facilities shall comply with the Field Act or the California Building Code, as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.
- The Charter School shall notify the Superintendent of the school district of the pupil’s last known address within 30 days of the pupil being expelled from or leaving the Charter School without graduating. The Charter School shall provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, upon request.
- The Charter School shall comply with all applicable provisions of the No Child Left Behind Act.

The Charter School shall comply with all other applicable federal, state and local laws.

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Glenn Noreen, Lead Petitioner

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Date

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**PREFERENCE FOR THIS PETITION**

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Qued Charter Elementary School submits this petition to the Compton Unified School District as its sponsoring district and is requesting charter approval for a period of five years from through June 2013. “In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to students identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032.”

Accordingly, this charter petition is entitled to preference in the review and approval process.

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**ELEMENT I: FOUNDING GROUP**

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Qued Charter Elementary School (“the School,” “Charter School,” or “QCES”) will be operated by Ingenium Schools, which was founded to develop Reinventing Schools Model (RSM)-based charter schools to replicate the success of existing RSM-based public schools in challenging urban school districts and offer positive educational choices to parents and students. Compton Unified School District (“the District” or “CUSD”) was identified as an area in need of additional educational choices due to the absence of any other District-approved charter schools as well as the current poor academic performance of many students in the District.

Qued Charter Elementary School’s Development Team includes six staff members: Glenn Noreen, the Executive Director; Joshua Johnson, the Principal; Richard DeLorenzo, the Education Director; and Wendy Battino, the Development Director; Rick Schreiber, Education Specialist; and Rick Holt, Education Specialist. It also includes the Ingenium Schools Board of Trustees: David Bhattacharyya, Tom Harkenrider, Albert Jones, and Skip Zeiler. Brief bios of each of the Board members are contained in Element VI and their résumés are contained in Appendix M: Board and Key Staff Member Résumés. Brief bios for the staff members follow (résumés for Glenn Noreen and Joshua Johnson are also contained in Appendix M).

**GLENN NOREEN**

Glenn Noreen developed two international charter schools now in operation for SABIS® Educational Systems and was the Vice President - Finance and Operations for Fairmont Private Schools for seven years. He is a California Award for Performance Excellence (CAPE) Senior Examiner and is a certificated math teacher. He earned his MBA at the Harvard Business School, his Masters in Education at Claremont Graduate University, and his BA in Economics at the University of Washington. He holds a Certificate in School Business Management from California State University – Fullerton.

**JOSHUA JOHNSON**

As a teacher, curriculum & instruction representative, and activities director at Tukurngailnguq School in Bering Strait School District, Alaska, Joshua Johnson became intimately familiar with the Reinventing Schools Model. He then became an RSM trainer for the district before serving as assistant principal at Unalakleet School. He was an Action Planning Team Leader for the district’s Strategic Planning Team. Mr. Johnson prepared and delivered RSM professional development programs on assessing, leveling, and instructing students based on data to state and district staffs. He is particularly accomplished at deploying the RSM in classrooms and schools.

Mr. Johnson earned his Master of Education in Administration at Concordia University. He holds Washington and Alaska administrative credentials as well as Alaska and Washington State 4-12 Earth Science teaching credentials.

**RICHARD DELORENZO, EDUCATION DIRECTOR**

Under Richard DeLorenzo's leadership as Superintendent for 1994 to 2004, Chugach School District made dramatic changes in its approach to education yielding phenomenal results in both academic achievement and transitional skills. Community standards linked with state and national standards, effective instruction, meaningful assessment, and a strong accountability system were at the forefront of this reform effort, which culminated in Chugach becoming the only K-12 district to receive the New American High School Award and one of the first two school districts to receive the highly coveted Malcolm Baldrige National Quality Award.

Mr. DeLorenzo has more than twenty-four years of experience working with high risk youth and students with disabilities of all ages in a wide variety of settings, from urban classrooms of 30 multi-age elementary students to rural school settings of "at-risk" secondary pupils.

Mr. DeLorenzo co-founded the Re-Inventing Schools Coalition (RISC), whose mission is to help other educational systems reinvent themselves so that every child has the opportunity to achieve his or her dreams. The Re-Inventing Schools Coalition developed and supports the Reinventing Schools Model.

**WENDY BATTINO, DEVELOPMENT DIRECTOR**

Wendy Battino authored the first Malcolm Baldrige Award-winning application in education for the Chugach School District. Other accomplishments include co-authoring the Guide to Re-Inventing Schools and international presentations on continuous improvement. She continues her work with organizations around the globe focusing on reinventing schools based on the RISC Model.

Ms. Battino has been integral in the initial development of the Re-Inventing Schools Model through her grassroots efforts in teambuilding and continuous improvement. She has accomplished numerous milestones as a result of her commitment to do the right thing for students, staff, and communities.

Ms. Battino began her formal educational career working with students who did not fit in the traditional system. She soon realized that a focus on innovations was imperative to meeting the needs of all students. Through this recognition she began a journey to improve schools systems across all boundaries. Experience at the classroom, school and district levels provided Ms. Battino with an extensive background in standards-based instruction and assessment, school improvement planning, and curriculum design.

Ms. Battino is currently the Executive Director of the Re-Inventing Schools Coalition (RISC), whose mission is to help other educational systems reinvent themselves so that every child has the opportunity to achieve his or her dreams.

**RICK SCHREIBER, EDUCATION SPECIALIST**

Rick Schreiber studies outstanding performance systems in education. Believing passionately in the need to create schools that meet the needs of all children, Mr. Schreiber knows firsthand that helping students to develop an enthusiasm for learning and to reach their full potential is possible for all. Indeed, he has been integral in creating a successful performance

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system using input from schools, communities, and businesses and allowing all students to meet with success and take ownership of their educational careers in the development of the Re-Inventing Schools Model.

Mr. Schreiber has accomplished exceptional results with his extensive background in standards-based instruction and assessment, school improvement planning, and curriculum design at the classroom, school, and organizational levels. He incorporates best practices from research to develop systems of excellence, which meet the individual needs of students. Providing numerous organizations training in effective research-based systemic approaches that can be sustained over time and focusing on continuous improvement lies at the heart of his work.

Mr. Schreiber is the author of the Guide to Re-Inventing Schools as well as the co-author of the first Malcolm Baldrige Award-winning application in education for the Chugach School District. He conducts international presentations and trainings on continuous improvement in education with organizations around the globe focusing on reinventing schools based on the RISC Model.

Mr. Schreiber is currently the Director of Operations for the Re-Inventing Schools Coalition (RISC), whose charge is to help educational systems reinvent themselves in order to provide educational excellence to all students.

**RICK HOLT, EDUCATION SPECIALIST**

From 1995 to 2006, Rick Holt worked for the Bering Strait School District as both a teacher and teacher trainer helping the district adopt and successfully implement the Re-Inventing Schools Model. Mr. Holt was instrumental in providing implementation support through the creation and deployment of professional development, engaging staff members in processes and strategies increasing the quality of instruction, increasing the use of continuous improvement tools, fostering online collaborative environments, and creating innovative data analysis techniques.

Mr. Holt continues to pursue systemic change through the Re-Inventing Schools Coalition as an Education Specialist where he provides support to a variety of districts interested in pursuing systemic change.

**Experience of Founding Team**

	<b>Curriculum, instruction and assessment</b>	<b>Finance, facilities, and business management</b>	<b>Organization, governance, and administration</b>
<b>Glenn No-reen</b>	Masters in Education from CGU, Current California Teaching Certificate	MBA Harvard Business School, Certificate in School Business Management, managed 6 school construction projects; seven years experience as schools business	Vice President, Finance and Internal Operations, Fairmont Private Schools; client manager, EdTec; California Charter Quality Institute participant; California Award for Performance Excellence Ex-

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		manager	aminer
<b>Joshua Johnson</b>	Master of Education in Administration at Concordia University; Alaska and Washington State 4-12 Earth Science teaching credentials	Assistant Principal, Principal, Unalakleet School	Washington and Alaska administrative credentials
<b>Richard DeLorenzo</b>	24 years of experience working with high risk youth and students with disabilities of all ages in a wide variety of settings, from urban classrooms of 30 multi-age elementary students to rural school settings of “at-risk” secondary pupils	Former Superintendent, Chugach School District	Led Chugach School District when it won the National Malcolm Baldrige Quality Award, the nation’s highest award for performance excellence

Qued Charter Elementary School will serve kindergarten through sixth grades. It will have 316 students its first year. It will initially be at two sites in Compton: 1319 East Palmer Street and 506 East Laurel Street.

QCES will use the Reinventing Schools Model and quality tools to build a high-quality, high-performing school. The School’s philosophy is that students are most successful when they accept personal responsibility for their learning. The most important workers at the School will be its students. Our students will understand that their “job” is to master the standards and be prepared for the next grade level; their “customers” are the next grade level teachers. Students will record assessment results in their own Student Assessment Binders and create action plans to improve their achievement. This approach will help students become proactive and make decisions based on data.

The California Department of Education has awarded QCES a \$405,000 Public Charter School Grant.

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**ELEMENT II: EDUCATIONAL PHILOSOPHY AND PROGRAM**

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**MISSION AND VISION**

SCHOOL MOTTO

Establishing a tradition of excellence with a vision for tomorrow.

PURPOSE

Inspiring students to become accomplished, enthusiastic learners who are responsible and “response-able” citizens.

MISSION

We will utilize the Reinventing Schools Model to continuously improve the delivery of a student-centered quality instructional program. Our school will support strong student achievement in a safe learning environment.

VISION STATEMENT

Our students will learn to become lifetime learners who are continuously accountable for their own progress. All students will take ownership of their own learning by using quality systems and tools such as setting their own learning and behavioral/social goals, preparing action plans for achieving these goals, and tracking their own academic statistics and behavioral/social progress continuously in their Student Assessment Binders. As a result, they will become self-aware and self-reflecting analytical thinkers and independent decision-makers.

Classes will be flexibly designed to adjust curriculum, adding to the time spent on concepts to reflect the rate at which students master their learning goals. Frequent assessments will be given to allow students to track their progress with real-time data. Students will also track their enthusiasm for learning, self-motivation, and level of personal responsibility.

Graduating students will be able to demonstrate the ability to gather, analyze and use data and information, communicate precisely, solve problems, work cooperatively, think creatively, initiate action, and participate in a global society. They will be self-motivated, competent, lifelong learners who fully embrace the concept of individual accountability.

See Appendix I, “A Day in the Life of a Student,” for an illustration of what this vision will look like to a student on a typical day.

**EDUCATIONAL PHILOSOPHY**

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

Qued Charter Elementary School’s educational program has been developed to provide expanded educational choice and opportunities for families in Compton and surrounding communities. The School will strive to enroll a student body that is representative of the di-

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versity of the surrounding community. It will serve students whose families have an interest in and a commitment to the schools' joint philosophy and vision.

QCES shall be non-sectarian in its admission policies, employment practices, and all other operations. The school shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or sexual orientation. We believe that our RSM approach will greatly benefit many students who may have experienced problems at other schools.

### DESCRIPTION OF WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

The Secretary's Commission on Achieving Necessary Skills report (SCANS), developed by the U.S. Department of Labor in 1991, outlines the skills necessary for today's youth to acquire in order to participate in the modern workplace. The report breaks down the skills into "foundation skills" and "competencies." The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, competencies, information gathering and processing skills, and the ability to find, organize and deploy resources. Qued Charter Elementary School agrees in large part with this report's conclusions and believes that educated people in the 21st century must possess many of these skills in order to reach their potential and be productive members of society.

Underlying the report is the realization that, even more than at the end of the 20<sup>th</sup> century, information and communication will be the hallmarks of the ever changing and ever shrinking 21<sup>st</sup> century world. To function effectively in the environment and in the 21<sup>st</sup> century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze, and use information in many mediums;
- Communicate effectively using spoken words, written text, and symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21<sup>st</sup> century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to:

- Have a passion for learning how to learn and for asking questions and getting information.
- Be self-motivated and driven to learn throughout his or her life.

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- Have extensive computer skills. As information and communication migrate to digital media, the computer in its many forms will continue to grow in importance.

### HOW LEARNING BEST OCCURS

Qued Charter Elementary School's educational philosophy focuses on creating a supportive learning environment enabling students to become responsible and "response-able" learners utilizing the tools of the RSM to attain their goals. Expectations for student achievement and mastery of the California Content standards will be clearly defined and students will come to understand the importance of doing their "job" as they move forward to accomplish their goals. This approach serves the School's objective of enabling students to become self-motivated, competent, and lifelong learners.

Qued Charter Elementary School will use a "backwards" design approach to curriculum to help students pinpoint their specific goals and achieve success. As recommended in *Understanding by Design* (by P. Wiggins and Jay McTighe, ASCD, 2nd edition 2005), curriculum will be designed to not "simply cover content, but rather help students to uncover and develop a deeper understanding of the content." At Qued Charter Elementary School, once students learn how to clearly define their goals and individualize their plans, as well as track their progress based on teacher assessments and comments, working along with the teacher, they will be able to set realistic and achievable goals and attain them. Students will come to fully understand the role of continuous improvement and evaluation of their own progress guided by the classroom teacher and will achieve success beyond even what they could have imagined at the beginning of the year. Incremental success will lead to greater success as students become more confident in their own abilities and with encouragement and recognition for all achievements, their self-confidence will soar and they will shine.

In the classroom, teachers will use differentiated instruction to address individual student needs. The Student Assessment Binders each student will keep to track their own progress will support this differentiated instruction, as will the Classroom Assessment Binders maintained by teachers.

In addition, teachers will use research-verified instructional strategies in their classrooms. Researchers at Mid-continent Research for Education and Learning (McREL) analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms using meta-analysis (see *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, ASCD, 2001; Robert Marzano is an associate of RISC). The McREL study identified instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. The figure below lists nine categories of strategies that have a strong effect on student achievement. Qued Charter Elementary School will use all nine of these strategies in its classrooms.

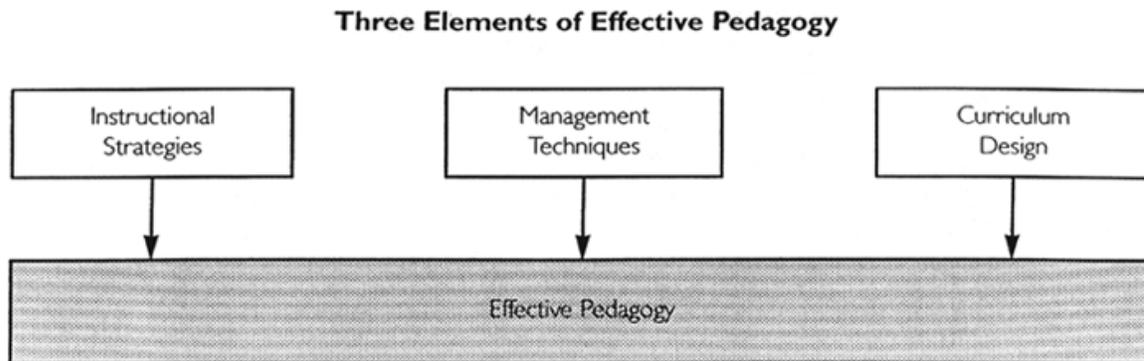
<b>Instructional Strategy</b>	<b>Average Effect Size</b>
Identifying similarities and differences	1.61
Summarizing and note taking	1.00
Reinforcing effort and providing recognition	.80

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Homework and practice	.77
Nonlinguistic representations	.75
Cooperative learning	.73
Setting objectives and providing feedback	.61
Generating and testing hypotheses	.61
Questions, cues, and advance organizers	.59

Qued Charter Elementary School students will truly become responsible for their own learning as teachers consciously shift responsibility to them and guide them, while at the same time demonstrate their own ability to shift gears to address and recognize multiple intelligences. Teachers will help students develop a greater understanding of how they learn best as individuals as well as learn how to utilize their developing brains by giving them the academic vocabulary they are often missing and offering up a variety of techniques to reach them.

In their book *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Marzano, et al reference the three elements of effective pedagogy diagramed below:



The research-verified instructional strategies Qued Charter Elementary School will use are outlined above and will be demonstrated at the highest level by all teachers. The Baldrige framework is the management technique being employed at all levels throughout the school. The curriculum design detailed below (see SCOPE AND SEQUENCE) completes the design.

Qued Charter Elementary School's approach to effective pedagogy will lead students on the path to becoming proactive learners, capable of setting goals, creating action plans and making decisions based on their own data, learning cause and effect relationships between effort and engagement and ultimately becoming confident responsible and "response-able" learners with a positive self image and the tools they need to continuously improve and achieve success.

Qued Charter Elementary School's philosophy is that students become more successful when they accept personal responsibility. As students experience success, they develop increased confidence and pride in their accomplishments.

Qued Charter Elementary School considers students as workers and customers within the classroom. Students understand that their "job" is to master the standards and be prepared

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for the next grade level, then high school graduation and post-secondary opportunities, including but not limited to admission to a four year college and beyond.

Qued Charter Elementary School will consciously shift the responsibility for learning from teachers to students. Teachers will facilitate learning and create learning experiences, then use data and feedback from students to improve instruction. Students, on the other hand, will truly be responsible for taking ownership of their own learning. This approach will help students become proactive by setting goals, creating action plans, and making decisions based on their own data, learning cause and effect relationships between effort and engagement. In this way, Qued Charter Elementary School students will develop self-confidence and a positive self image which they will carry with them wherever they may go in life.

### STUDENTS TO BE SERVED

Qued Charter Elementary School intends to serve elementary school age students in Compton. It will reflect the ethnic, cultural, and economic diversity of Compton Unified School District.

Qued Charter Elementary School will serve students in kindergarten through sixth grades: generally, students between the ages of 5 and 12. The school will open with 316 students in kindergarten through and sixth grades during the first year. It will expand to 432 students by the third year at full enrollment. Average class size will be 20 students in kindergarten through third grades and 32 students in fourth through sixth grades.

The school will comply with statutes governing the minimum age of attendance at a public school.

The table below indicates the anticipated enrollment at Qued Charter Elementary School by grade level.

**Enrollment by Grade Level**

	2007-2008	2008-2009	2009-2010
Kindergarten	60	60	60
First	60	60	60
Second	60	60	60
Third	40	60	60
Fourth	32	64	64
Fifth	32	32	64
Sixth	32	64	64
<b>Total</b>	<b>316</b>	<b>400</b>	<b>432</b>

Qued Charter Elementary School will seek “normal” community children – it does not plan to seek out students with particular educational interests, backgrounds, or challenges. The overwhelming majority of students within CUSD come from underserved communities and the sobering statistics about the children and adults residing in CUSD suggest a compelling need for new educational options.

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The Qued Charter Elementary School sites are located at 1319 East Palmer Street and 506 East Laurel Street in Compton. The nearest existing CUSD elementary school to the mid-center of the two sites is Roosevelt Elementary School. We expect many of our students will come from this school. During the 2006-2007 school year Roosevelt Elementary School's student population was 91% Hispanic and 8% African-American. 82% of Roosevelt Elementary School's students were English Language Learners and 96% qualified for free and reduced price meals. Roosevelt Elementary School's API State Ranking is 1 and its Similar Schools Ranking is 3. It is currently in Year Four of Program Improvement. Its current target API for 2007 is 625. The 2006 Schoolwide English/Language Arts Percent Proficient or Above score was 22.1% The proportion of students testing at the proficient and above level on the CST in 2005-2006 was 36.6% in Math and 21% in English/Language Arts.

### **CURRICULUM AND INSTRUCTIONAL DESIGN**

Qued Charter Elementary School's educational program has been designed around quality principles, processes, and tools developed originally for businesses but adopted successfully by an increasing number of public schools across the country.

### **BALDRIGE CORE VALUES AND CONCEPTS**

The foundation of QCES's business practices and educational philosophy are the Baldrige Core Values and Concepts, which are incorporated in the Reinventing Schools Model. These Values and Concepts form the basis for the Malcolm Baldrige National Quality Award, which four school districts have won (in Alaska, New York, Illinois, and Oklahoma; see <http://www.quality.nist.gov/index.html>). *Qued Charter Elementary School will meet the objective of enabling students to become self-motivated, competent, life-long learners through commitment to these Core Values and Concepts.*

#### **Baldrige Core Values and Concepts**

Focus on results and creating value	Learning-centered education	Systems perspective
Valuing faculty, staff, and partners	Management by fact	Agility
Organizational and personal learning	Managing for innovation	Visionary leadership
Public responsibility and citizenship	Focus on the future	

Qued Charter Elementary School has been designed around proven Baldrige school and classroom systems and tools. This program has been used successfully in Baldrige Award-winning school districts in other states (Alaska, New York, Illinois, and Oklahoma; see [http://www.quality.nist.gov/Contacts\\_Profiles.htm](http://www.quality.nist.gov/Contacts_Profiles.htm)). Nearby, Long Beach Unified School District has been implementing Baldrige programs in a number of its schools. Emerson Parkside Academy, a conversion charter school in Long Beach, has increased its API from 536 in 1998 to 807 in 2006 through the use of Baldrige systems and processes and in 2006 won the Silver level California Award for Performance Excellence. QCES will work closely with the Re-Inventing Schools Coalition, which was formed by the leaders of Chugach School District when it won the Baldrige Award, to perfect its own Baldrige implementation.

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All eleven Core Values and Concepts are detailed in the “Education Criteria for Performance Excellence” available online at [http://www.quality.nist.gov/Education\\_Criteria.htm](http://www.quality.nist.gov/Education_Criteria.htm). Qued Charter Elementary School’s approaches to the Core Values and Concepts are outlined below.

### FOCUS ON THE FUTURE

Focus on the Future occurs when there is an understanding of the expectations of next level teachers and of the community so that students can prepare for a future point in time.

#### *Focus on the Future in the School*

At Qued Charter Elementary School, Focus on the Future will be manifested by the ways we will:

- Anticipate changes in educational requirements, instructional approaches, professional development needs, demographics, etc., adjusting school goals accordingly (e.g., survey middle schools for shifts in requirements).
- Meet and plan with vertical teams or next level schools and share the information with students (e.g., What do middle school teachers expect from us? What skills can we begin working on that will prepare students for middle school?).
- Plan and align instructional programs with the end in mind.
- Demonstrate agility and create opportunities for innovation.

#### *Focus on the Future in the Classroom*

Teachers will demonstrate Focus on the Future in their classrooms by:

- Responding flexibly to changes in educational requirements, instructional approaches, professional development needs, demographics, etc., adjusting classroom goals accordingly.
- Communicating to students the expectations of the next level grade and middle school.
- Explaining to students how the instructional program will prepare them for long-range goals or assessments.
- Inviting employers of the community to talk about expectations and professionals to discuss skills required of their jobs.

#### *Focus on the Future for Students*

Students will be encouraged to Focus on the Future by reflecting on the following questions:

- What do middle schools expect of me?
- What will I need to know and be able to do when I enter middle school?

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- What skills do I need to become a doctor, engineer, or teacher?

### VISIONARY LEADERSHIP

Visionary Leadership occurs when there is a shared vision and visible commitment of all stakeholders to the principles and practices of continuous improvement and performance excellence.

#### *Visionary Leadership in the School*

We will demonstrate Visionary Leadership at Qued Charter Elementary School by:

- Setting and communicating the direction for a student-focused, learning-oriented environment to guide the activities and decisions of the school.
- Involving all stakeholders in revising the vision, mission, and expectations for the school.
- Participating and supporting actively in the development and alignment of processes, systems, and strategies for continuous improvement and performance excellence.
- Stimulating innovation and building capacity throughout the school.
- Taking responsibility for the vision, mission, values, expectations, and performance of the school.
- Taking responsibility for individual work systems (including, for example, business and food services) using Baldrige quality principles and participating on school improvement teams.
- Serving as role models to reinforce the school's vision, mission, values, and expectations.
- Creating a sense of urgency to achieve the School's goals.

#### *Visionary Leadership in the Classroom*

Teachers will demonstrate Visionary Leadership in their classrooms by:

- Communicating current and future expectations for students and for a learning-oriented classroom.
- Involving students in developing classroom mission statements that support the vision and mission of the school.
- Involving students in developing classroom processes and strategies to support student learning.
- Providing a climate for creative problem-solving and improved learning.
- Allowing students to take responsibility for the mission, values, expectations, and learning.

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- Acting as role models in a manner that will communicate the mission, values, and expectations of the classroom.
- Expecting students to set realistic yet challenging classroom and personal goals.

### *Visionary Leadership for Students*

Students will be encouraged to demonstrate Visionary Leadership by reflecting on the following questions.

- Do I know the mission of my classroom/school? How did I help in writing the mission?
- Do I know what my current and next teachers expect of me?
- Do I know what is expected of me to prepare for the next level? (grade, middle school)
- What is my vision for the future for myself?
- Do my personal goals support the goals of the classroom?
- Am I/are we taking responsibility for our learning? How do I/we do that?
- Do my/our goals challenge me/us?
- Do I/we know when I/we must achieve our goals?
- Do I know what to do so that I am always improving?
- Do my parents know what our class mission and goals are? Do they know what my personal goals are? How do I communicate all of this to them

### FOCUS ON RESULTS AND CREATING VALUE

Results will be front and center at Qued Charter Elementary School. At the start of the school year, teachers will discuss with their students what they need to learn during the year. The students will discover that in the Qued Charter Elementary School system, they are workers with customers – and their customers are their next grade level teachers. Their primary goal for the year will be getting ready for the next grade level.

The students will interview their “customers” (their next grade level teachers) to find out what the customers expect them to achieve during the year. These interviews will result in classroom goals reflecting “customer expectations” that will include state standards, school-wide goals, grade-level team goals, and classroom goals.

Classroom results on measurements of how well the classes are “meeting customer expectations” will be celebrated and posted on large graphs on classroom walls so that classes will be able to see and track their learning progress as a group. In addition, students will track their own progress towards meeting customer expectations in Student Assessment Binders (see Systems Perspective below). Teachers will collaborate and show combined data on hallway data boards.

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Results and accountability will be demanded from all staff at Qued Charter Elementary School, as required both by NCLB and by Qued Charter Elementary School management. Compiled assessment data will be heavily relied on for decision-making (see Element 3: Measuring Pupil Progress). With regards to Creating Value, Qued Charter Elementary School defines a good school as one that adds value to each and every student, i.e. the growth in each student, both academically and personally, from admission to graduation. At QCES, there will be a great awareness of the value of time, and efficiency is defined as accomplishment per unit of time. We believe that being efficient means that more can be done in a shorter period of time, i.e. 'smart work' as opposed to 'busy work.' Students are guided in the proper use of their time and they are taught how to organize themselves and how to develop disciplined study habits. By being efficient, students have more time to participate in other pursuits that help to satisfy their social and physical needs.

At Qued Charter Elementary School, we will Focus on Results and Creating Value by:

- Responding to changing needs or requirements of students and stakeholders through our continual improvement systems.
- Planning instruction with the end in mind, ensuring that curriculum indicators are aligned across the school.
- Using a variety of performance measures to assess short- and long-range goals, monitor performance, and provide a valid basis for continuous improvement.
- Placing emphasis on creating value for students and stakeholders.
- Tracking student performance and school processes and reporting results (posting results in the hallways, reporting to the community, etc.).

### *Focus on Results and Creating Value in the Classroom*

Teachers will support Focusing on Results and Creating Value in their classrooms by:

- Aligning instruction with system milestones, data points, targets, and curriculum indicators.
- Communicating clearly to students the expectations for mastering objectives.
- Using formative assessments to:
  - Check student understanding (exit cards, weekly tests).
  - Make rapid adjustments in instruction, as needed.
  - Differentiate instruction based on the needs of students.
  - Determine value created as a result of instructional strategies.
- Incorporating the PDSA model (see 10 BASIC QUALITY TOOLS FOR THE CLASSROOM below) to guide continuous improvement in the classroom.

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- Tracking classroom performance on key measures using data centers and Student Assessment Binders for personal performance and communicating results routinely to parents.
- Projecting for differing and possibly conflicting stakeholder needs and plan accordingly.
- Planning for instruction that addresses the diverse learning needs of students.

### *Focus on Results and Creating Value for Students*

Students will be encouraged to Focus on Results and Creating Value by reflecting on the following questions:

- How will I/we reach my/our goals? How can I demonstrate mastery of a goal?
- What can I/we do if I/we are not reaching our goals?
- Is what I am learning in class helping me meet my short- and long-range goals?
- What indicators are available to me to monitor my progress in a timely fashion so that I can make changes?
- How can I change my goals if they are no longer relevant or a priority?
- How will I/we determine if what I am/we are doing is going to make a difference in our learning?
- Is what I am learning important for now and in the future? How can I/we incorporate the PDSA model to ensure that I/we make continuous progress?

### *Learning-Centered Education*

Learning-Centered Education occurs when the school's goals/objectives and actions support student learning and the current and future needs of students.

Key characteristics of Qued Charter Elementary School's learning-centered education will include the following:

- High developmental expectations and standards will be set for all students with the emphasis on student accountability.
- A primary emphasis on active learning. This will be achieved through the use of a wide range of techniques, materials, and experiences to engage student interest.
- Formative assessments will be used to measure learning early in the learning process and to tailor learning experiences to class needs and learning styles (see Element 3: Measuring Pupil Progress).
- Summative assessments will be used to measure progress against the California standards and school norms regarding what students should know and should be able to do.

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- Students and families will use formative and self assessments to chart progress and to clarify goals and gaps. All students will maintain a Student Assessment Binder.

Teachers will check for understanding by asking questions, reviewing homework and Student Assessment Binders, providing feedback, and reviewing test results. Often, teachers will have students review each others' work. These checks will support timely identification and correction of problems and learning gaps.

Some students grasp concepts faster than others and will be encouraged to help their peers in cooperative groups. Students with different abilities will learn together, albeit at different levels of mastery and depth of understanding.

By transferring responsibility for learning from teachers to students, Qued Charter Elementary School will increase students' confidence, buy-in, and sense of responsibility. They will maintain their own Student Assessment Binders, in which they will set learning goals, create action plans for meeting their goals, and track their learning progress. They will periodically review their Student Assessment Binders with peers, teachers, and parents.

The Student Assessment Binders tie in multiple Baldrige categories: leadership – students take on responsibility; planning – students set personal goals; stakeholder focus – sharing information with parents and community; measurement – data collection by students; and process management – the Plan-Do-Study-Act cycle and reflection process students go through. Student Assessment Binders focus on the ultimate goal of improving results.

Teacher efficiency will be improved by:

- Giving students input regarding assignments and classroom and school procedures; more buy-in yields higher intrinsic motivation for students.
- Students learning problem-solving techniques and processes for communicating with peers, resulting in less teacher time spent solving problems students can deal with on their own.

Student Assessment Binders will measure a student's academic as well as social, emotional, and physical strengths and challenges. They will detail strategies to improve a student's ability to succeed in school. Students and teachers will refer to the Student Assessment Binders on a regular basis throughout the school year to assess a student's progress toward his or her goals. The Student Assessment Binder will also be used as a tool to discuss progress with parents, especially at Student-Led Conferences.

All Qued Charter Elementary School classes will host at least semiannual Student-Led Conferences. At these Conferences, students will lead their parents through multiple stations where they will show and explain to their parents their Student Assessment Binders and class projects. They will also demonstrate what they have mastered in the class so far – a fourth grader, for example, might solve a geometry math problem.

Students who are required to have an Individualized Education Plan (IEP) as designated by special education law will utilize their IEP as a modified Student Assessment Binder that integrates the information that would be found in a Student Assessment Binder into the existing IEP.

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### *Learning-Centered Education in the School*

At Qued Charter Elementary School, we will practice Learning-Centered Education by:

- Involving all staff members in taking ownership for supporting student learning.
- Translating the requirements and expectations of students into appropriate curricular offerings and developmental experiences.
- Developing school goals/objectives and action plans based on high expectations and performance excellence.
- Measuring learning periodically through formative assessments, adjusting instruction accordingly.
- Assessing progress against key external standards through summative assessments.
- Focusing on effective teaching and learning.
- Affording multiple avenues to success.
- Setting high expectations.
- Supporting performance excellence for students and staff.
- Enabling students to take responsibility for managing their education as co-producers of their learning.
- Providing opportunities for active learning and problem solving.
- Evaluating the impact each activity in the school in terms of creating value for student achievement.
- Focusing on transitions from school-to-school and grade level-to-grade level, aligning expectations and requirements.

### *Learning-Centered Education in the Classroom*

Qued Charter Elementary School classrooms will practice Learning-Centered Education by:

- Encouraging all students to take ownership for classroom and personal learning.
- Planning instruction to meet the current and future requirements of students.

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- Writing class and individual goals and action plans based on high expectations and performance excellence.
- Differentiating instruction for students to facilitate their mastery of goals and objectives.
- Setting high expectations for learning and performance excellence.
- Enabling students to monitor the progress of their classroom and personal goals facilitated by the use of quality tools, classroom data centers, and personal Student Assessment Binders.
- Evaluating each activity in the class according to its value in supporting the goals of the classroom.
- Communicating to students the expectations and requirements of the next level of school, colleges, and the world of work.

### *Learning-Centered Education for Students*

Students will reflect on the following Learning-Centered Education questions:

- Do we have goals for our classroom that are based on our needs and that challenge us to do our best?
- How do I know what my personal goals should be?
- How will I/we measure my/our progress?
- What will I do if I am/we are not making progress?
- Is everything I am/we are doing in school and in our classroom helping me with learning?

### *Systems Perspective*

Systems Perspective occurs when processes are planned, aligned and implemented systematically and systemically to increase the likelihood of reaching targeted goals.

### *Systems Perspective in the School*

Qued Charter Elementary School will employ a Systems Perspective by:

- Looking at the needs of the school as a whole and synthesize key strategic goals and action plans.

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- Working collaboratively to build upon the linkages among the Baldrige Criteria to ensure alignment and integration of instruction, assessment, and processes.
- Using results to monitor performance.
- Developing well-defined, well-designed, and well-deployed processes with the involvement of staff, students, and stakeholders.
- Aligning resources to support strategic goals and measures.
- Using the RSM self-assessment process to improve alignment and integration of processes to develop systems that will facilitate the school's efforts in meeting performance requirements.

### *Systems Perspective in the Classroom*

Teachers will use a Systems Perspective in their classrooms by:

- Examining the needs of the class and individual students and working with students to prioritize classroom and personal goals and action plans.
- Demonstrating for students how the RSM can be used to create a classroom learning system.
- Involving students in using results to monitor classroom and personal performance.
- Creating well-defined, well-designed, and well-defined processes with students for monitoring and self-monitoring of student achievement and classroom procedures.
- Aligning the resources of the classroom to support classroom and personal goals.

### *Systems Perspective for Students*

Students will self-reflect about their use of a Systems Perspective by asking themselves:

- What are our/my priority goals? How will I/we reach them?
- Can I describe how the RSM can be used to support our Classroom Learning System?
- Are we working together to reach our goals?
- Do I/we know what my/our responsibility is in supporting our Classroom Learning System?

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- Do I /we have a process for monitoring our achievement?
- What processes are in place for managing our classroom?
- What do we do if we are not making progress?
- What processes do we have in our classroom that make learning efficient and effective? Do other classrooms have the same expectations and processes for learning in place?

### MANAGEMENT BY FACT

Management by Fact occurs when data is used to drive decisions, inform instruction, or to evaluate key processes and results.

Qued Charter Elementary School will demonstrate Management by Fact by:

- Analyzing multiple sources of data in evaluating student achievement; staff, student and stakeholder satisfaction/dissatisfaction; staff education and training; the leadership system; and key processes in the school.
- Analyzing data routinely to make decisions and to determine needs, areas for improvement, trends, cause and effect, etc., disaggregating data, as required, to examine specific student groups
- Ensuring that assessment is comprehensive and aligned with key indicators of student and organizational performance.

### *Management by Fact in the Classroom*

Qued Charter Elementary School teachers will demonstrate Management by Fact in their classrooms by:

- Analyzing multiple sources of data (see above) routinely with students to make decisions and determine needs and areas for improvement.
- Teaching students to monitor and chart their own performance data to develop appropriate goals and strategies for improvement.
- Developing processes with students to monitor classroom progress (data centers).
- Providing students with Student Assessment Binders to monitor personal progress.
- Teaching students to use quality tools (plus/delta, force field analysis) and the PDSA model to analyze their progress.

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### *Management by Fact for Students*

Students will reflect on their use of Management by Fact by asking themselves:

- How do we know we are doing well?
- How do I/we know that I am/we are good students?
- How do we know that we have a good class/school?
- What do the facts tell us?
- If there is a problem, what am I/are we going to do about it?
- What tools do I/we have for monitoring and assessing our progress?
- What is the best tool to use to get the kind of information we need?

### MANAGING FOR INNOVATION

Managing for Innovation occurs when stakeholders are supported in creating meaningful change in programs or processes that create new value for student achievement.

### *Managing for Innovation in the School*

Qued Charter Elementary School will demonstrate Managing for Innovation at the school level by:

- Building capacity and accumulate knowledge among staff as a basis for innovation.
- Encouraging innovative strategies and processes, using quality tools to organize, prioritize, and plan for innovations and the PDSA cycle to determine value.
- Benchmarking learning and support processes with high-performing schools to facilitate or encourage innovative practices.
- Celebrating meaningful or successful experimentation and innovative practices.

### *Managing for Innovation in the Classroom*

Qued Charter Elementary School teachers will demonstrate Managing for Innovation in their classrooms by:

- Developing students' background knowledge to raise their level of confidence in contributing innovative or creative problem-solving or suggestions for change.

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- Teaching quality tools to students to facilitate innovative thinking or suggestions for change.
- Celebrating meaningful or successful experimentation, creative thinking, suggestions for change, etc.

### *Managing for Innovation for Students*

Qued Charter Elementary School students will reflect on how they are Managing for Innovation by asking themselves:

- Do I/we have any new ideas for solving this problem?
- If there is a risk factor, what can we do plan for success?
- Do I/we have any suggestions for different ways of doing things?

### *Valuing faculty, staff, and partners*

Valuing Faculty, Staff and Partners occurs when staff and stakeholders' input, shared decision making, on-going development, and collaboration are valued and enhanced.

Qued Charter Elementary School teachers will be empowered in decisions related to curriculum and school culture. They will enjoy substantial autonomy in their methods and delivery of lessons.

Qued Charter Elementary School's administrative structure will feature a school-wide collaborative team model where teachers, staff members, and administrators all play roles in leading the school. In addition to leading the school, the collaborative team also will develop the learning goals and objectives for each academic year. This system of teacher empowerment and accountability assures a culture of trust and professionalism.

Teachers, staff members, and administrators will focus on student learning and promote data-driven decision making in closing achievement gaps. Teachers will be held accountable to one another, students, and parents in implementing the standards-based curriculum and promoting success for all students. This system of teacher empowerment, collaboration, and accountability will promote a culture of trust, professionalism, and continuous instructional improvement.

Qued Charter Elementary School is committed to attracting educators who are gifted, zealous, and dedicated to the proposition that all students have the potential to learn. All new employees will go through an extensive interview process to ensure that they are the best fit for the organization. Qued Charter Elementary School's vision will be presented clearly to new employees and repeated to present employees to ensure that all staff members are aligned with the school's culture and have the dedication necessary to excel.

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### *Valuing Faculty, Staff and Partners in the School*

Qued Charter Elementary School will demonstrate Valuing Faculty, Staff and Partners in the school by:

- Addressing staff and stakeholder satisfaction, development, and well-being.
- Building knowledge or capacity in addressing the diverse needs of students, developing leadership capacity, and monitoring student progress using the PDSA cycle, etc.
- Providing for staff and stakeholder participation in developing processes and programs.
- Creating an environment for collaboration, creativity and innovation.
- Providing recognition for staff.
- Recognizing the contributions of the diverse cultures of the school community.
- Encouraging partnerships:
  - Within the school (professional learning communities, vertical articulation teams, staff development, etc.)
  - Outside the school (other schools, social service organizations, businesses, etc.)

### *Valuing Faculty, Staff and Partners in the Classroom*

Qued Charter Elementary School teachers will demonstrate Valuing Faculty, Staff and Partners in their classrooms by:

- Valuing creative and innovative contributions.
- Recognizing and celebrating classroom and student successes.
- Encouraging student team approaches to problem-solving, project planning, peer or buddy support.
- Encouraging class-to-class and school-to-school partnerships, benchmarking, mentoring by outside organizations, sharing expertise regarding vocational opportunities/training, etc.

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- Allowing students to take responsibility for the classroom mission, values, expectations, and learning.
- Acting as role models in a manner that will communicate the mission, values, and expectations of the classroom.
- Expecting students to set realistic yet challenging classroom and personal goals.

### *Valuing Faculty, Staff and Partners for Students*

Qued Charter Elementary School students will reflect on Valuing Faculty, Staff and Partners by asking themselves:

- How do we learn to appreciate and value what others have to say?
- What is my responsibility to the Classroom Learning System? Do I think about new ways to solve a problem? How can I share these?
- What group experiences have I had in solving problems, planning a project, or helping another student?
- How can I earn service hours with an outside organization or business?

### AGILITY

Agility occurs when there is the desire and the ability for faster and more flexible response to student and stakeholder needs.

### *Agility in the School*

Qued Charter Elementary School will demonstrate Agility by:

- Measuring response times to gauge the school's effectiveness (requests for services, return phone calls, data analysis, parent communication, etc.)
- Empowering and expecting staff to respond rapidly to changes in students' needs.
- Analyzing classroom and/or individual student data early in the learning process to facilitate adjustments in a timely fashion.
- Using the PDSA model and quality tools to continuously examine organizational practices and determine changes that could result in better performance/results.

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### *Agility in the Classroom*

Teachers in Qued Charter Elementary School classrooms will demonstrate Agility by:

- Tracking the amount of time taken to solve a problem, to make a change in classroom procedures or processes, or to respond to students' needs.
- Encouraging students to make suggestions in response to a need for quicker, more flexible solutions.
- Involving students in analyzing classroom and/or individual student data early in the learning process to facilitate adjustments in a timely fashion.
- Incorporating the PDSA model continuously to improve student performance.
- Employing quality tools regularly to address student needs as they arise.
- Responding in a timely fashion to parent requests for information, conferences, etc.

### *Agility for Students*

Students at Qued Charter Elementary School will reflect on Agility by asking themselves:

- How much time does it take to make a change when we have a problem or when the needs in the classroom have changed?
- How do we handle changes in the classroom?
- How do I/we know if I am/we are headed in the right direction?
- How do I/we make changes when I am/we are not making progress?
- How do I/we know if these changes make a difference?
- How do quality tools help with identifying and solving our problems?

## ORGANIZATIONAL AND PERSONAL LEARNING

Organizational and Personal Learning occurs when there is a well-executed approach enabling staff and students to participate in personal learning and continuous improvement processes.

Professional development is a critical component of transforming theory into sound instructional practices that meet the needs of all students. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion re-

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garding instruction. See the “Professional Development” section below for a fuller account of organizational and personal learning at Qued Charter Elementary School.

### *Organizational and Personal Learning in the School*

Qued Charter Elementary School will demonstrate Organizational and Personal Learning by:

- Continuously improving and adapting goals, approaches, and processes systematically and systematically.
- Embedding learning in all activities and at all levels of the school, e.g., solving problems at their root cause, sharing knowledge to effect meaningful change.
- Designing effective educational programs and formative assessment strategies.
- Providing opportunities for continuous personal learning.
- Aligning our vision, mission, goals, expectations, and instructional approaches school-wide.
- Integrating the PDSA cycle at all levels of the school as a tool for continuous improvement.
- Incorporating quality tools to facilitate the involvement of all stakeholders in improvement processes.

### *Organizational and Personal Learning in the Classroom*

Teachers will demonstrate Organizational and Personal Learning in their classrooms by:

- Implementing the Ingenium Classroom Learning system (see below).
- Including students in evaluating and improving classroom processes and goals.
- Providing a climate for continuous learning, problem-solving, and collaboration.
- Implementing and assessing programs and strategies for their effectiveness improving student achievement.
- Modeling continuous learning for students.
- Ensuring that the classroom mission, goals, and instructional approaches are aligned among and across grade levels or courses.
- Empowering students through the use of the PDSA cycle and quality tools to assess classroom and personal learning and evaluate classroom processes

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### *Organizational and Personal Learning for Students*

Students will reflect on Organizational and Personal Learning by asking themselves:

- What practices in the classroom help me with my learning?
- How did I contribute to organizing my classroom for learning?
- How does my teacher know whether or not a new program is helping me learn?
- Do I know what the ground rules are for my classroom? Are they the same when I go to other classes such as PE, art, English, and Spanish?
- Is the approach or the vocabulary that my teacher is using to help us with learning to write similar to what my teacher was doing or saying last year?
- How are our classes using the PDSA cycle and quality tools to help us evaluate our progress or solve problems?

### PUBLIC/SOCIAL RESPONSIBILITY AND CITIZENSHIP

Public/Social Responsibility and Citizenship is the belief in group norms and values and the practice of good citizenship, understanding that it is the school's role to model these values as members of the community.

#### *Public/Social Responsibility and Citizenship in the School*

Qued Charter Elementary School will demonstrate Public/Social Responsibility and Citizenship by:

- Modeling ethical behavior and planning for the protection of health, safety, and the environment of the school.
- Going beyond mere compliance in meeting local, state, and federal laws and regulations.
- Participating as a contributing member of the community through projects (e.g., resource conservation and community service).

#### *Public/Social Responsibility and Citizenship in the Classroom*

Teachers will demonstrate Public/Social Responsibility and Citizenship in their classrooms by:

- Modeling ethical behaviors for each other and plan for a classroom environment that is healthy and safe.
- Emphasizing the spirit of the law in the classroom (least restrictive environments for students with disabilities, students' rights, Leave No Child Behind: high expectations for all students, Privacy Act, etc.).

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- Participating in activities that will support the community.
- Meeting with students to discuss, celebrate, and improve behaviors that demonstrate group norms and values.

### *Public/ Social Responsibility and Citizenship for Students*

Students will reflect on how they addressing Public/Social Responsibility and Citizenship by asking themselves:

- How can I help in the community?
- What are the benefits of being a contributing member of the community?
- How can I earn service hours?
- Can I/we practice what I/we preach? Can I/we walk the talk?
- How can I help a member of our class or school who might need support, academically and/or socially (buddy support, mentoring, etc.)?

### *Students as Leaders and Active Participants*

Qued Charter Elementary School will include students in major decisions about their school, including:

- Participation in the Student Organization (see below).
- Counseling and mentorship of younger peers.
- Creation of new, or modification of existing, school sports teams.

Students at Qued Charter Elementary School will be expected to take responsibility for their school and be positive contributors to the school community. They will be given responsibility in the management of their school and in the process develop a strong sense of personal responsibility for their educations.

Students will be held responsible for their school performance and will be heavily involved in many aspects of its operations (i.e. extracurricular activities, positions of leadership, etc.).

Input will be gathered from students using formal and informal survey techniques to evaluate safety, enthusiasm for learning, school-wide procedures, effectiveness of instruction, and levels of satisfaction.

The Student Organization (SO) will give students the opportunity to develop ‘life’ skills that empower them to make a difference. The Student Organization is the students’ mini-society. Student “prefects” will manage the Student Organization. All students will be encouraged to join the SO and to take an active part in their education, academic and non-academic. By working in cooperation with, and complementing the efforts of, the administrative and academic staff, prefects add even more value to themselves. Prefects also help to raise the general standard; they promote high social and moral values and they encourage

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participation in a wide range of additional experiences. Student Organization officers will allocate “real-life” tasks to students and advise and support them in all of their efforts.

The activities of the Student Organization bring major advantages. Students are helped to become responsible and caring citizens through learning to:

- Reverse negative attitudes.
- Improve general standards.
- Promote constructive thinking.
- Experience real-life work and responsibilities.
- Improve communication and social skills.

While being involved and having a good time, students acquire and refine the skills, attitudes and attributes that give them an edge. Having demonstrated that they have a broad base of abilities and experiences and that they can be effective team-players, top universities from around the world are eager to attract and accept them. It is these same skills, attitudes and attributes, learned and developed in the Student Organization, which will make Qued Charter Elementary School graduates successful at higher grades and life.

### TECHNOLOGY INTEGRATION

Qued Charter Elementary School will incorporate technology in the following ways:

- Each teacher will be given training on effectively using technology in the classroom. Teacher training will take place in the beginning of the year with basics and then on an ongoing basis will address applications, effective use of internet as a resource, designing class web pages, etc.
- The school will have a computer lab equipped with 32 student computers. Teachers will have the option of scheduling the computer lab for use in any course. Teachers will be encouraged to incorporate use of the computers into their classes, especially in interdisciplinary projects.
- Technology classes will train students on computers and different software programs.
- Some students at the higher grade levels may keep their Student Assessment Binders on the computer.

### BALDRIGE CRITERIA

The Baldrige National Quality Program is an integrated management system based on seven criteria categories that, when aligned and integrated, form a framework for excellence. Since the Malcolm Baldrige National Quality Improvement Act of 1987 (Public Law 100-

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107) was signed into law by President Reagan, thousands of organizations (education, business, healthcare, and non-profit) regularly use the Criteria to assess the effectiveness and efficiency of their organizations. The Criteria can be applied equally to systems and sub-systems. Central to excellence is a system (this case, the school) where leaders understand the importance of alignment and integration, fact-based decision-making, and systematic evaluation.

The Core Values and Concepts outlined above are embodied in the following seven Baldrige Categories:

1. *Leadership*. This category examines how an organization's senior leaders guide and sustain the organization. Also examined are the organization's governance and how the organization addresses its ethical, legal, and community responsibilities.
2. *Strategic Planning*. The Strategic Planning Category examines how an organization develops its strategic objectives and action plans. Also examined are how the chosen strategic objectives and action plans are deployed and changed if circumstances require and how progress is measured.
3. *Student, Stakeholder, and Market Focus*. The Student, Stakeholders, and Market Focus Category examines how an organization determines the requirements, expectations, and preferences of students, stakeholders, and markets. Also examined is how the organization builds relationships with students and stakeholders and determines the key factors that attract students and lead to student and stakeholder satisfaction and loyalty, student persistence, increased educational services and programs, and organizational sustainability.
4. *Measurement, Analysis, and Knowledge Management*. The Measurement, Analysis, and Knowledge Management Category examines how an organization selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets. Also examined is how the organization reviews its performance.
5. *Faculty and Staff Focus*. The Faculty and Staff Focus Category examines how an organization's work systems and faculty and staff learning and motivation enable faculty and staff to develop and utilize their full potential in alignment with the organization's overall objectives, strategy, and action plans. Also examined are the organization's efforts to build and maintain a work environment and faculty and staff support climate conducive to performance excellence and to personal and organizational growth.
6. *Process Management*. This category examines the key aspects of an organization's process management, including key learning-centered processes for its educational programs, offerings, and services that create student, stakeholder, and organizational value. It also includes key support processes. This category encompasses all key processes and all work units.
7. *Organizational Performance Results*. The Organizational Category examines an organization's performance and improvement in key areas — student learning results; student- and stakeholder-focused results; budgetary, financial, and market performance; faculty and staff results; operational performance; and leadership and social

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responsibility. Performance levels are examined relative to those of competitors and comparable organizations through benchmarking.

Qued Charter Elementary School will periodically prepare California Performance Award and Baldrige Award applications based on these Categories to evaluate how it is progressing towards its goal of becoming a world-class Baldrige-based educational institution.

### INGENIUM CLASSROOM LEARNING SYSTEM

All Qued Charter Elementary School classrooms will employ the Ingenium Classroom Learning System (CLS), which Qued Charter Elementary School's parent organization, Ingenium Schools, is adapting from the Reinventing Schools Model; see the enclosed Reinventing Schools Model CD. The CLS promotes inquiry-based learning and learner self-initiative. By motivating students, fostering a desire to learn and providing an effective, efficient, and high-quality educational experience, the CLS will guide each student to achieve his or her full potential.

The Classroom Learning System creates a dynamic learning environment that empowers teachers and learners in a cost-effective manner. It uses several strategies to improve teacher efficiency.

The CLS supports complete and useful parent communications, including Student Assessment Binders, Student-Led Conferences, and newsletters.

In QCES's RSM classrooms, teachers and students will put processes and systems into place to guide the learning of the class and of individual students. Key to these classrooms is the development of a classroom culture which encourages students to communicate openly in a trusting and accepting classroom environment enabling them to take responsibility for their learning. All students will manage their learning and chart their progress whether it be in PE or in a trigonometry class. When things don't go right, they learn to plan for a rapid change.

The following elements will be common to all Ingenium classrooms:

- Classroom data centers.
- Individual Student Assessment Binders.
- Use of quality tools and the Plan, Do, Study, Act (PDSA) cycle.

Teachers and students will build processes and systems to address each of the following Baldrige Categories.

#### *Student and Stakeholder Focus*

- Determine classroom and individual student needs.
- Build positive relationships with one another

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- Monitor levels of satisfaction or dissatisfaction with the teaching/learning process and classroom procedures

### *Leadership*

Classrooms will:

- Develop classroom and individual mission statements that are aligned with their school's vision and mission.
- Establish good communication and ways to monitor classroom and individual student progress.

### *Strategic Planning*

Students will:

- Set classroom and individual goals and objectives based on class and student needs.
- Develop action plans designed to meet their goals and objectives.

### *Organizational Performance Results*

School Data Center will be established to:

- Set targets linked to summative assessment tools that are aligned with goals and objectives.
- Use high-performing classrooms as benchmarks.
- Compare the progress of the classroom with similar classrooms.

### *Measurement, Analysis and Knowledge Management*

Classrooms will decide how and when progress will be measured, using (and developing) a variety of formative tools, aligned with summative tools. This avoids surprises at the end of the semester or year.

### *Faculty and Staff Focus*

Determine what resources (material and human) will be needed to achieve the goals and objectives.

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### *Process Management*

- Create well-defined, well-designed, and well-deployed processes and systems for each action within the RSM.
- Revisit processes frequently for rapid response when the anticipated change or progress is not made.
- Use quality tools and the PDSA model to enhance participation and process thinking.

### CLASSROOM DATA CENTERS

The focal point of the Classroom Learning System is the classroom data center. It commands center stage and communicates a classroom environment focused on evidence of student learning.

Data centers become a reference for teachers and students to organize and maintain their focus on results. A classroom in which each student understands the expectations based on explicit, measurable goals/objectives with data charts and quality tools to keep the class on track is critical to attaining results.

The classroom data center evolves as the teacher and students:

- Formulate the class mission, ground rules, responsibilities, and core values that were created in building the class culture.
- Develop and evaluate class goals/objectives and action plans based on student needs, the curriculum, the class mission, and stakeholder expectations.
- Establish data charts for each goal that allow the class to monitor progress frequently to determine what is or is not working, allowing for immediate corrective action, as needed.
- Incorporate quality tools and the PDSA cycle to problem solve — assessing, re-directing, and revising goals /objectives as needed.

QCES classroom data centers will include:

- The class mission and core values.
- “My Job, Your Job, Our Job.”
- Course or grade level goals/objectives.
- The class goals/objectives and action plans.

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- Data charts.
- Quality tools and a PDSA cycle.

### STUDENT ASSESSMENT BINDERS

Student Assessment Binders support students in becoming co-producers of their learning. They help students organize processes for learning. Qued Charter Elementary School Student Assessment Binders will include:

- Individual mission statements prepared by students based on their own needs and aligned with the classroom mission.
- Personal goals/objectives and action plans based on curricular and stakeholders expectations and individual needs and missions.
- Formative assessments to document progress.
- Data charts to monitor self-progress towards each goal/objective.
- Subject or course expectations and goals/objectives.
- Quality tools such as force-field analyses to determine “drivers” and “preventers” in achieving goals and PDSA models to redirect learning processes.
- A parent communication section to keep parents informed on at least a quarterly basis and also provide parents with the opportunity for input.

#### *Student Assessment Binders empower students*

Student Assessment Binders empower students to become accountable for their learning. By writing goals/objectives based on actual course or subject objectives, students have control over their pace of learning. Goals/objectives are also written by students to capture short-term gains to motivate themselves to achieve long-range goals.

#### *Student Assessment Binders provide feedback*

As with classroom data centers, analyzing what is working or not working provides timely feedback to the student to correct the course of action, as needed. The notebook also documents progress that can predict course grades, providing “no surprises” at the end of each school quarter or semester.

#### *Student Assessment Binders help students manage their learning*

Student Assessment Binders are constructed in a way for students to observe short-term gains, a powerful motivator to achieve long-term goals. With tools to manage learning, students are provided with the means for self-empowerment and motivation.

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### 10 BASIC QUALITY TOOLS FOR THE CLASSROOM

Qued Charter Elementary School staff and students will use numerous quality tools to enhance participation in group processes, to problem solve, and to analyze and monitor progress. The following quality tools will be among the most frequently used tools.

#### *PDSA (Plan, Do, Study, Act)*

PDSA (Plan, Do, Study, Act) refers to a four-step improvement cycle for organizing and managing change and continuous improvement. This cycle was developed by Dr. Walter Shewhart in the 1920's and put into business practice in Japan and the United States by W. Edwards Deming. It is a strategy used to encourage groups to determine goals, monitor progress, and make rapid changes when results are not achieved. Other quality tools are embedded in the PDSA cycle to facilitate the process. The PDSA cycle for continuous improvement will be used by the class and individual students to:

- Determine areas that need to be improved to guide the development of an improvement plan (Plan).
- Implement the improvement plan (Do).
- Analyze whether or not the improvement strategy is making a difference (Study).
- Use the data to make decisions (Act).

Examples: When goals/objectives (academic or behavioral) for the class or individual student are not reached, analyze the cause and develop a plan for alternative approaches or interventions. Implement the intervention and study the results. Act upon the results.

#### *Plus Delta*

Plus deltas will be used by classes and individual students to determine what is working (pluses) as well as what is not working, translated into opportunities for improvement (deltas). Pluses and deltas will be reinforced or reviewed in follow-up sessions or instruction.

Examples: Evaluation of a lesson, a project, a class process or procedure, or the school day or part of the school day.

#### *Consensogram*

Consensograms will be used by classes as a preassessment/postassessment tool to gauge students' understanding, knowledge base, or feelings before and after a task over time.

Examples: Assessment of students' enthusiasm for learning in a class or school day at the beginning and at the end of the day or week or of students' understanding or comfort level with curricular processes or content.

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### *Force Field Analysis*

Force field analysis will be used by classes and individual students to analyze behaviors or beliefs that may be “driving” or “preventing” the attainment of goals/objectives. “Preventers” will then be used to develop action plans as opportunities for improvement. This tool is especially helpful when groups have determined a common goal, have data to prove that the goal is not met, and want to begin analyzing root causes.

Examples: Analysis of a project, test or exam results, or weekly/monthly/quarterly progress.

### *Affinity Diagram*

Affinity diagrams will be used by the class or individual students to brainstorm information and ideas which are then organized into categories.

Examples: Grouping of curricular concepts, ideas, or vocabulary into categories to facilitate learning; grouping of actions or beliefs into categories to facilitate problem-solving, writing mission statements, etc.

### *Survey*

Surveys will be used by teachers and classes to collect information on student and stakeholder perceptions to provide a broader base for decision making. Surveying will be used to determine expectations, needs, and levels of satisfaction and dissatisfaction. The information will then be analyzed and used to make effective change.

Examples: Surveying student perceptions (needs, expectations, and levels of satisfaction and dissatisfaction) about instruction, class or school processes or procedures, etc. Informal discussion, open-ended inquiries, needs assessments, and informal polls in addition to surveys may be used collect information.

### *Flow Chart*

Flow charts will be used by the class and individual students to clearly define, communicate, and monitor multi-step processes.

Examples: routines for certain periods of the day, course expectations such as labs, art classes.

### *Bone Diagram*

Bone diagrams will be used by classes and individual students to define the current state and the desired state; steps will then be identified for reaching the desired state.

Examples: Steps to reach a desired goal in reading, writing, algebra, English, history, etc; steps in getting organized with Student Assessment Binders/folders, completing a long-term project; steps to increase on-task behaviors.

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### *Issue Bins*

Issue bins will be used by the students to note ideas, questions, or issues constructively while the class continues to focus on an activity or lesson.

Examples: class chart where students may note questions or issues that they would like to have addressed at an appropriate time in the future.

### *Graph*

Graphs will be used by classes and individual students to chart, organize, analyze, and display data for decision-making, drawing conclusions, and making recommendations.

Examples: Pareto or bar charts for data graphed in descending order; scatter diagrams for charting two variables; and run charts to measure progress over time.

### *Action Plan*

Action plans will be used by classes and individual students to record tasks that need to be completed in order to reach targeted goals. Action plans designate persons responsible, timelines, resources needed, and monitoring/evaluation tools.

Examples: action plans to outline actions to achieve a goal or procedure/process.

## ADDRESSING THE NEEDS OF THE TARGETED STUDENT POPULATION

Many of Qued Charter Elementary School's targeted students are at risk and lack the academic skills to succeed in school. Consequently, some have learned to either act-out as a means to cover up pain associated with not being on an academic par with their classmates or to cover up the fear that they really are 'not as good' as the others. The result is that they often find themselves being sent to the Principal's office and in in-school suspension or after school detention as consequences for inappropriate comments and actions; sometimes they even resort to violent behavior. These students are frequently taunted verbally and physically by their classmates. Too many adults in traditional schools do not appropriately intervene either out of fear of the bullies or viewing it as a 'right of passage.' This sends all students the message that bullying and other inappropriate behavior towards any student is going to be ignored, therefore giving it tacit approval.

### *How the Reinventing Schools Model improves the behavior of all students, including those at risk*

The Reinventing Schools Model changes the culture of schools and classrooms and eliminates most, if not all, behavioral problems through the following means.

- Dr. Deming, the Father of Modern Quality and upon whose theory the RSM framework for excellence is modeled, said that 95% or more of all problems within any organization are due to faulty systems and processes, not faulty people. The Baldrige approach focuses on improving systems and processes and not on shaming and blaming people.

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- RSM is a leadership model of how to manage the system to empower the workers and other stakeholders (students are workers in the classroom system and key stakeholders in the school).
- Teachers and students become co-partners to create a new classroom culture – one that focuses on success for all. The approach starts with class strategic planning and two foundational principles: I am responsible for my own learning, and I am response-able to the success of the class [response-able meaning ‘able to respond’]. These two principles apply equally to the teacher and to all students. Everyone understands the purpose of the class – learning. Purpose answers the why question. Next comes a collaboratively written and signed class vision, which answers the what question. With purpose and vision defined, the class collaboratively writes a mission statement, which outlines the social skills needed to stay on the path towards the vision. Mission answers the how question. Strategic planning continues with development of class goals that arise from the vision. All these documents are agreed upon and signed by all students and the teacher.
- To understand needs and expectations of students as customers and workers, teachers lead students in the development of quality factors for the teacher (what do I have to remember every day to ensure that I am the best facilitator of your learning?) Students also define the quality factors of a student (what do I have to remember every day to ensure that I am committed to learning and to the success of the class?).
- Student needs and expectations are also determined through learning styles inventories and other tools throughout the school year to make mid-course adjustments.

The combination of classroom strategic planning and defining the key characteristics of teachers and students saves instructional time because everyone is ‘on the same page.’ It greatly reduces disruptions that result when a traditional top-down, boss management approach is used by teachers. In a Baldrige classroom everyone is considered important to the success of the group and learning dramatically increases.

Mission and quality factors for students and teacher are regularly measured using quality tools and analyzed before determining strategies for improvement. Nothing about the strategic plan, except the vision, is ‘set in stone.’

*How the Reinventing Schools Model improves the resilience of all students, including those with significant behavior and academic challenges*

Traditional schools frequently have a punitive approach to discipline. If these approaches worked, there would be no (or very, very few) need for in-school suspension, detention or out-of-school suspension or expulsion. These approaches put nearly the entire onus for school and classroom problems on the students. As Dr. Deming stated, at least 95% of all problems within an organization are due to faulty systems and not people.

The Reinventing Schools Model improves student resilience by:

- A team approach at the school level in which students participate as part of teams empowered to solve system issues.

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- Students working with adults to write surveys, analyze data, determine root causes, and establish improvement theories to resolve a wide variety of problems within the school.
- Students involved in the process represent all groups within the school.
- Regular opportunities for students to provide suggestions for improving the school.
- The establishment of a culture in which the ‘way the school does business’ is to live the two principles: I am responsible and I am response-able. Great pride in the school is established when such a culture change happens.
- Connecting everyone in the school to everyone else and making the culture of caring evident.

### ADDRESSING CALIFORNIA STATE STANDARDS

Qued Charter Elementary School’s instructional approach will support the school’s students’ achievement of the objectives specified in the charter and mastery of the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605 by the following processes.

- The California Content Standards will form the basis of action plans created by students in their Student Assessment Binders and monitored by teachers in all curricular areas. As the school year begins, students in every subject area will be presented with the standards to be mastered over the course of the school year. These standards will inform the plan for the students and progress will be monitored on a regular basis in Student Assessment Binders guided by teachers in classrooms.
- Comparative data will be posted and analyzed in each subject area to monitor progress at the individual, class, and school wide levels.
- Overall data trends will be presented to each grade level and discussions will take place on a weekly basis regarding curricular adjustments and modalities to be utilized for students who continue to struggle to achieve progress and eventual mastery of a specific standard. Best practices will be discussed and distributed to all teachers in a collegial atmosphere to continue to assist students who may not be meeting their goals as well as provide recommendations for students who are far exceeding their goals.
- Prior to the start of the school year and during professional development time over the course of the summer, teachers in all subject areas will unpack the standards, create overall pacing charts, and select targeted areas for testing at the quarter and semester. Teachers will develop standards-based assessments to follow the pacing chart that will focus on building capacity in each area and eventually demonstrating mastery of the standards required in specific courses.
- Report cards will reflect standards-based grading. Grades will be based upon the ability to progress towards mastering the standards covered in each individual subject

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area. All assignments, assessments, and projects will be standards-based and students will continue to focus on their goals for mastering the standards as noted in their Student Assessment Binders throughout the school year.

- Correlation studies will be performed using school-wide mastery of the standards and comparative data from the California Standards Tests in each subject area as appropriate. A full analysis of school performance as well as class and individual performance will be studied as data becomes available from the State. Trends will be noted and, prior the start of the next school year, recommendations and an action plan will be developed to address any shortcomings in the area of mastery of the standards and make any curricular changes seen to be necessary.

Focusing on continuous improvement for the students and the school as a whole measured by the ability of students to demonstrate mastery of the standards is an essential element of creating a school of excellence at Qued Charter Elementary School.

### CURRICULUM

The Qued Charter Elementary School curriculum will be guided by the California content standards specifying what students must master each academic year.

Qued Charter Elementary School will offer a curriculum that is aligned with the academic performance and content standards of the California State Board of Education and supplemented by proven research-based curriculum models.

Our curriculum will give children the opportunity to become natural learners. We believe that growth is developmental and QCES will be prepared to assist students at different developmental levels socially and emotionally. We understand that children learn best when they are engaged in activities and studies of interest to them. In addition to meeting California state-mandated curriculum standards, Qued Charter Elementary School will provide students with the opportunity to learn a second language, experience other cultures, and understand the challenges that they face in a global society.

The school will encourage students to use problem-solving and critical-thinking skills not only in the classroom but in social engagements as well. The school will foster a learning community in which students experience respect for their sustained efforts as well as their immediate successes.

As mentioned earlier, the curriculum is developmentally appropriate, as it is based on a developmental model that holds that children have identifiable stages of development and their education must be appropriate to the specific stages of development, and it is aligned with the California state curriculum framework. The school has specific standards-based curriculum for each grade level. The curriculum outcome standard of the school is that all students function at or above grade level as set by state standards in areas of reading, language arts, mathematics, science and social studies.

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The core curriculum consists of reading/language arts, mathematics, science, and social studies. In addition students will be taught physical education, visual-performing arts, technology, and foreign language courses.

The curriculum is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Emphasis will be on acquiring basic skills using sequential learning standards. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction.

Innovative teaching plans will provide activities to build visual, auditory, and kinesthetic skills for students who learn best through seeing, hearing, and movement. These activities will employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children's individual intellectual strengths and learning styles.

The Visual and Performing Arts learning standards form a bridge for students at Qued Charter Elementary School to achieve excellence. The arts program supports and extends learning experiences for students in basic literacy and advance skills in Language Arts, Math, Science, and History/Social Science. The arts program will engage students in activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student-produced products.

A full curriculum for the third grade is presented in Appendix C: Full Curriculum For One Grade Level.

### CORE ACADEMIC COURSE DESCRIPTIONS

#### *Math*

According to the 2003 National Assessment of Educational Progress (NAEP), a large gap still exists in math performance between white students and Hispanic and African American students. And the latest TIMSS (Trends in International Mathematics and Science Study) data (1999) shows the United States to be behind many other industrialized countries in math achievement. Out of the 34 countries that participated in the study, the United States ranked nineteenth in math performance.

Since the passage of the No Child Left Behind Act, demand for mathematics programs and practices that have been proven by scientific research to be effective has increased. The No Child Left Behind Act seeks to improve math education by mandating the use of research-based programs with long-term records of success in instruction and student achievement.

#### **Saxon Math**

The proven Saxon Math curriculum will form the core of Qued Charter Elementary School's mathematics program. For more than 20 years both classroom results and scientific research have shown Saxon Math to be effective. Saxon's approach to teaching mathematics

is supported by solid foundational research in cognitive science, and it has been found to be consistently effective for children of varying ability levels and socioeconomic backgrounds.

The Saxon Math series was developed by first breaking down complex concepts into related increments, because smaller pieces of information are easier to teach and easier to learn. The instruction, practice, and assessment of those increments were systematically distributed across each grade level. Then the daily lessons were extensively field-tested to ensure their grade-level appropriateness and effectiveness.

At the core of the Saxon series is the premise that students learn best if (1) instruction is incremental and distributed across the level; (2) practice is continual and distributed across the level; and (3) assessment is cumulative and distributed across the level. The Saxon approach differs from most programs in that, instead of massing instruction, practice, and assessments, Saxon Math distributes them throughout the lessons and school year. Most math programs use a massed approach, whereby instruction, practice, and assessment of a skill or concept occur within a short period of time and are usually clustered within a single chapter or unit. In Saxon Math, as students regularly encounter new increments of instruction, they are also continually reviewing and being frequently assessed over previously introduced math concepts. This approach ensures that students truly integrate and retain math concepts rather than forget them.

### **Research Support for the Saxon Approach**

Literature suggests there is value in a teaching method that uses small, easily digestible chunks of information (Brophy & Everston, 1976; Ausubel, 1969). Studies by Rosenshine and Stevens (1986) and Brophy and Everston (1976) demonstrated the importance of using incremental steps when teaching new information. Hirsch (1996) pointed out that the human mind can handle only a small amount of new information at one time: A child's mind needs time to digest the new information, fostering memory and meaning, before the child can move on to a set of new information.

Effective incremental development involves teaching increments several times throughout a school year. This method is called "distributed instruction," or "spaced instruction." Distributed instruction is "the tendency, given an amount of time, for spaced presentations of a unit of information to yield much better learning than massed presentations" (Dempster & Farris, 1990). Foundational research has shown that distributed instruction results in greater student achievement than instruction that is not distributed (English, Wellburn, & Killian, 1934). Research has also provided evidence that student recall is superior under conditions of distributed instruction than under conditions of massed instruction (Glenberg, 1979; Hintzman, 1974). Distributed instruction has been found effective in a variety of subjects, including mathematics, science, and reading comprehension (Dempster, 1988; Hintzman, 1974; Reynolds & Glasser, 1964; English, Wellborn, & Killian, 1934). Dempster and Farris (1990) concluded that distributed instruction "is one of the most remarkable phenomena to emerge from laboratory research on learning. In many cases, two spaced presentations are about twice as effective as two massed presentations, and the difference between them tends to increase as the frequency of repetition increases."

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Calvery & Wheeler's 1993 study presents the findings from a yearlong comparison of Saxon Math K-3 and the Holt Math Series at the second and third grade. When both second- and third-grade students were combined, the pretest results indicated that the students using the Saxon program scored significantly below the students using the Holt program. However, after a year of implementing the Saxon program, these students made statistically significantly higher achievement gains on the SAT 8 than the students using the Holt program. Despite starting at a lower achievement level, the Saxon program helped these students close the achievement gap and reach the level of higher performing students.

### *Reading and Language Arts*

Qued Charter Elementary School will use Open Court, a research-based curriculum grounded in systematic, explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language arts skills and strategies.

Reading fine literature is one of the founding principles of Open Court Reading, and the program literature selections exemplify how different forms of literature can all express a particular theme. Through various genres, children progressively deepen their understanding of thematic learning units presented in each grade level.

Open Court develops phonemic awareness, the alphabetic principle, and the understanding of how print works. As the program progresses, it explicitly teaches sound-spelling correspondence to support decoding (reading) and encoding (spelling) with the goal being children reading literature independently by the middle of first grade.

Beginning in Kindergarten, Open Court focuses on increasing children's phonemic awareness. Beginning with phonological awareness, children listen for environmental sounds, manipulate words, compare word length, clap syllables, and work with rhymes. Gradually, children begin to work with individual sounds, phonemes, as they learn to blend sounds to make words and segment words into their component phonemes through a clearly defined instructional sequence. At the same time, children are also developing their understanding of the alphabetic principle that sounds can be mapped onto letters as children connect sound and letters and blend them to read words.

Children using Open Court are systematically and explicitly introduced to sounds and spellings. This includes teaching letter shapes, sounds, and spellings with sufficient opportunities for students to practice and apply their phonics knowledge. Adams (1990) notes, however, that teaching sounds and spellings is not enough. Children need specific instruction on how to blend. Blending instruction in Open Court is explicit and has been recognized as instructionally sound and effective.

### **Test Scores Gains for Open Court Schools in California**

The results in the report "Test Score Gains for Open Court Schools in California: Results From Three Cohorts of Schools" (McRae, 2002) show that Open Court schools outgain Non-Open Court comparison schools by 50 to 75 percent (19 points vs. 12 points for grade 2, 13 points vs. 7 points for grade 3) based on 3-year gain scores involving about 300

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schools. The largest differences involve schools serving concentrations of Low Socio-Economic Status students, where the differences over 3 years are most impressive (23 point gains for Open Court schools compared to 9 point gains for Non-Open Court schools). Based on 1-year gains for more than 700 schools, Open Court schools outgain Non-Open Court comparison schools by a factor of four (5.2 points vs. 1.2 points for grade 2). The results of the study provide clear and convincing evidence that students attending schools using Open Court materials acquire basic reading skills faster than students attending demographically similar schools not using Open Court materials.

### *Science*

Qued Charter Elementary School Science Program will provide children with the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the elementary curriculum. It will nurture a lifelong fascination with the natural world in our students.

The Science Program is based on the following principles of scientific literacy.

- All children can investigate and learn science concepts and can experience success in science.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science.
- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and easily organized format.
- Children's competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

The California Science Content Standards outline what students should know and should be able to do in science. For grades kindergarten through five, the Standards are written specifically for each grade. The content within each grade is organized into the following four strands:

- Life Sciences
- Earth Sciences

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- Physical Sciences
- Investigation and Experimentation

Qued Charter Elementary School Science Program incorporates the California Science Standards, both in spirit and in content, in the following ways:

- Each grade level is organized into Life, Earth, and Physical Science units. Each unit addresses the Standards for those strands.
- The Standards for the Investigation and Experimentation strand are infused within the content in the other three strands.
- Students learn science by direct instruction and by reading the Harcourt Science textbook and supplemental materials, such as Harcourt Science’s “Take-Home” books.
- Each lesson involves students in hands-on investigations.
- Science assessments measure both content and process — what students should know and should be able to do — and do so in a variety of contexts.

### *Social Studies*

The goals of the California History/Social Science Framework fall into three broad categories:

- (1) Knowledge and Cultural Understanding;
- (2) Democratic Understanding and Civic Values and
- (3) Skills Attainment and Social Participation.

Inherent in Qued Charter Elementary School’s Baldrige design is a highly collaborative environment for staff, teachers, students and parents. This design will promote cross-grade level articulation and planning which lends itself well to carrying out the interrelated focus of the above framework goals.

The communities in which our students live and that surround our schools are a rich resource and have vast and colorful histories that our students will become aware of. Students will begin to discover the connections to and the relationships between our community and the larger societies. Our students and parents come to us with rich background experiences that will be tapped into and recorded.

Students at Qued Charter Elementary School will acquire core knowledge in history and social science while they develop critical thinking skills such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and

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its relationship to the present. Students will also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

In addition to community participation and student-led community projects, students will use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after.

### *Visual and Performing Arts*

Qued Charter Elementary School will offer a visual and performing arts program that is aligned with the national and state learning standards. These standards recommend that students should:

- Be able to communicate in four arts disciplines – music, visual arts, dance, and theatre.
- Be able to communicate proficiently in at least one art form.
- Be able to present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Be able to relate various types of arts knowledge and skills across the arts disciplines.

Qued Charter Elementary School visual/performing arts program will support and extend the learning experiences for students in basic literacy and advance skills in language arts, math, science, and history-social science. The arts program will engage students in meaningful activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student produced products. Qued Charter Elementary School recognizes the “arts” program as an essential learning dimension to excellent teaching and learning. The arts program will celebrate cultural diversity in dance, painting, music forms, and theory from a global perspective.

Each year, students at Qued Charter Elementary School will participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project will allow students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.)

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### QUED CHARTER ELEMENTARY SCHOOL TEXT LIST

The following table indicates the textbooks that Qued Charter Elementary School currently intends to use. However, the School reserves the right to update these texts with new editions or replace them with other State-aligned textbooks.

Text Name	Publisher
<b>Math</b>	
Saxon Math	Saxon Publishers
<b>History</b>	
Reflections	Harcourt School Publishers
<b>Science</b>	
Harcourt Science	Harcourt Education
<b>Language Arts</b>	
Open Court	SRA

### IMPLEMENTATION PLAN AND TIMELINE FOR INSTRUCTIONAL PROGRAM (2008 – 2011)

**February 2008 – May 2008:** Creation of schedule, course selection, RSM training for administrators and board members, school visitations of successful Baldrige programs.

**February 2008 – April 2008:** Begin recruitment process and hiring of teachers, parent/community meetings, and student recruitment.

**March, 2008 – May, 2008:** Hire teachers, curriculum development (pacing charts, assessment development, lesson planning), initial faculty RSM training (including delivery of self-study RSM materials to teachers), Classroom Learning System (CLS) refinement, and final selection and ordering of curriculum and other instructional materials.

**May 2008 – June 2008:** Continued work on course development and CLS professional development.

**June 2008 – August 2008:** Review incoming students' CST data, test incoming students for placement and CELDT, student/parent RSM "boot camp," final scheduling, begin work on submission of Initial Visit materials for WASC, formation of WASC team and creation of documents for WASC, and attendance of teachers at Baldrige training and classroom preparation.

**September 2008 – March 2009:** Classes begin, continuous work throughout the school year reviewing results and revising action plans by each teacher, continued professional development on RSM methodologies with support from the Principal and RISC, and recruitment of new students for 2009-2010 school year.

**March 2009 – June 2009:** Planning for next school year and implementation of new classes, recruitment and hiring of new teachers and other staff as needed, revision of year end assessments as necessary and continuous review of overall results, initial WASC visit and

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status notification, approval of WASC, selection and ordering of curriculum and other instructional materials for next school year, and lottery and final acceptance letters for new students.

**June 2009 – August 2009:** Professional development, focus on RSM training for new hires, creation of a buddy support plan for new teachers, review of end-of-year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal-setting for school year 2009-2010, student/parent bootcamp and testing of students for placement/CELDT.

**September 2009 – March 2010:** Classes begin, continuous work throughout the school year on reviewing results and revising action plans for each teacher, continued professional development on RSM methodologies with support from the Principal and RISC, recruitment of new students.

**March 2010 – June 2010:** Planning for next school year, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, selection and ordering of curriculum and other instructional materials for next school year, lottery and letters of acceptance for new students.

**June 2010 – August 2010:** Professional development, focus on RSM training for new hires, continuation of the buddy support plan for new teachers, review of end-of year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2010-2011, student/parent boot camp, and testing of students for placement/CELDT.

**September 2010 – March 2011:** Classes begin, continuous work throughout the school year on reviewing results and revising action plans for each teacher, continued professional development on Baldrige/CLS methodologies with support from the Principal, and recruitment of new students.

**March 2011 – June 2011:** Planning for next school year, selection and ordering of curriculum and other instructional materials for next school year, final letters of acceptance for new students.

**June 2011 – August 2011:** Professional development, focus on Baldrige training for new hires, continuation of the buddy support plan for new teachers, review of end of year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2011-2012, student/parent boot camp, testing of students for placement/CELDT, prepare materials for CAPE and Baldrige submission, begin work on WASC self-study for next phase of accreditation.

### **PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING**

Students who have been left behind academically have learned that school ‘hurts,’ causing them to act-out or opt-out. Both are indicators that a student is on the path to drop out. Those who opt-out have essentially built up protective walls around themselves and often take an ‘I don’t care’ attitude. The students in this group are isolated from classmates who

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are more in the mainstream culture of a traditional school. Further, students living below the poverty line, those of minority sub-groups, and those with learning disabilities encounter more difficulties than their classmates. This is due to the fact that most teachers come from middle-class upbringing and have been successful in traditional school and class settings. They believe their purpose is to teach and if students don't learn it is the students' fault. Research shows learning disabilities are frequently a mismatch of teaching and learning styles. Seventy percent of SPED students are labeled learning-disabled.

Variation is expected within Qued Charter Elementary School's student community. Fundamental to Qued Charter Elementary School's approach to academically low achieving students are the RSM systems used in the classrooms. Low achieving students, as with all other students, will set learning goals, create action plans for meeting the goals, and track their learning progress in their Student Assessment Binders. At other RSM-based schools, this process has proven especially effective in Special Education classes and with low achieving students. Individual students do not want to be the ones holding back their class' progress and will work hard to catch up.

Understanding that RSM changes the culture of schools and classrooms and greatly enhances learning results among all students, effectively closing the achievement gap among sub-groups, Qued Charter Elementary School will ensure the provision of equal access for academically low achieving, English language learners and special education students as follows:

- The focus is on the improvement of instructional, assessment, and communication processes and not on "fixing" students. In an RSM school, administrators and teachers learn that they are getting exactly the results for which they planned. Therefore, the new approach requires alignment and integration of all sub-systems and processes, which requires everyone to analyze data and determine root causes before making decisions about what to change. It is a holistic approach to improvement requiring frequent assessment and analysis of what's working and what isn't.
- Teachers view themselves as facilitators of learning, meaning they realize the two principles (I am responsible and I am response-able) apply to them equally as they do to students. It is inherent in an RSM classroom that teachers systematically seek feed-back from students after analyzing results about what worked/what didn't and how they'd like to learn the material. Students never determine what to learn because that is determined by national and state standards and the curriculum. But they can have input into how they would like to learn. The teacher's goal is to make certain that the student learn and gain the necessary skills to be successful.
- After enrollment, all students will be assessed. Students academically at risk of retention will be provided with targeted, structured, and systemic intervention to address areas of weaknesses.
- Regular and frequent in-process (formative) assessments are given, which are determined to be the best predictors of future success for any content area and aligned with the class goals. Students record their own results in Student Assessment Binders, set goals for improvement, and prepare action plans for meeting the

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goals; classes as a whole track their learning progress on charts posted on the bulletin boards, set class goals, and create class action plans.

- Students' action plans will include various resources available to help students who have fallen behind, such as extra study, seeking out peer tutors (our Student Organization includes a structured peer tutoring program), seeking help from parents and other family members, attending the after school program, and requesting extra help from the teacher.
- Teachers and students regularly use a Plan-Do-Study-Act process and analyze root causes of errors, make mid-course corrections to the instructional process, and study to see if more students can be successful.
- Informal feedback is collected systematically, regularly, and frequently through the use of quality tools such as Learning and Enthusiasm charts and Plus/Deltas that give teachers information about how much has been learned and how enthusiastic students are about learning. Students give more feedback to their teacher by identifying what worked and what can be changed so we can all learn more on the Plus/Delta chart. Teachers use this feedback, turn it into information, and share with students what changes will be made to improve the instructional process. It empowers students to become co-partners in their educational experience. This process increases students' interest and enthusiasm for coming to class. It also leads to greater learning results. Everyone's opinion is valued.
- Students often participate in team projects to solve real-world problems and the content standards are embedded inside the projects. Student teams must self-organize, write a project mission statement, and use quality tools to determine how the work will get done, what responsibilities each team member has, and a time frame for completion. Built within the project is a quality control person responsible for reviewing whether content standards (e.g. grammar, calculations, etc.) are being met. Each day the team assesses the team member's ability to follow the mission and learn to give constructive coaching tips to each other.
- When projects are completed, they must meet all the agreed upon Quality Factors. All student teams assess the other teams' work using a rubric with the Quality Factors. The teacher also engages in this process.
- The content standards are assessed in a more formal way using an assessment tool that requires each student to demonstrate the learning.

The result of this type of learning experience empowers students to work together in a self-managed way and gives them great pride as they improve the community within which they live. Further, learning is anchored into long-term memory using such an approach.

Celebrations are 'built-in' to an RSM-based classroom as all students achieve the interim goals and targets. When the whole class meets a goal, there is great celebration and recognition from every adult in the school. Enthusiasm for learning is maintained by the realization that it takes a lot of energy for this approach to learning, and therefore small celebrations (not external rewards such as food or pencils) are encouraged when all students achieve the

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target. This brings the two principles (I am responsible and I am response-able) alive and part of the culture of the classroom. Everyone is vested in the success of all.

In addition, Qued Charter Elementary School will have Special Education and English Language Learner programs to help assist students; both programs are described below, as well as how proficient and advanced students are kept engaged.

### ACADEMIC SUPPORT FOR LOW ACHIEVING STUDENTS

All students who do not complete their class work or struggle with it will be required to attend “Helping Hand” after school, where peer tutors from the Student Organization and older student tutors (from local high schools and community colleges) will help them complete their work. Helping Hand will be supervised by a teacher on a rotating schedule. Students who are highly at risk in Mathematics and English will be placed in support classes which will focus on skill building and content area understanding in addition to the regular Math and English classes.

In addition, Student Assessment Binders will be tools for intervention and challenging students. Students will routinely develop action plans to meet their learning goals.

### PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Proficient and advanced students will identify themselves when they set their learning goals and discover that they have already mastered the standards that the rest of the class still needs to learn. Their teachers will work with them to create more ambitious learning goals matched to their current level of mastery. The students will create action plans for meeting these more aggressive goals and track their learning progress in their Student Assessment Binders.

Additional enrichment activities and resources will be available to serve these advanced students. The goal is to plan and deliver lessons providing these students with opportunities to learn and practice standards-based skills and knowledge at a higher level.

Steps to be taken by teachers and proficient and advanced students to support the students’ action plans will include:

- Selecting and analyzing the standards to be met.
- Designing assessments through which these students can demonstrate mastery of the standards and determining the required performance levels.
- Identifying what students must know and be able to do to perform well on the assessments.
- Planning and delivering lessons in ways that will provide proficient and advanced students with opportunities to learn and practice the skills or knowledge identified in their learning goals.
- Examining student work to plan further instruction or individual support, as needed, and using variety of assessments to grade the work.
- Serving as peer tutors in the Student Organization.

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In addition, community service opportunities such as tutoring lower grade level students and participation in mental health, drug, and tobacco programs will be made available to proficient and advanced students in conjunction with local community service organizations.

### **PLAN FOR ENGLISH LEARNERS**

#### OVERVIEW

QCES will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. QCES will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

#### HOME LANGUAGE SURVEY

QCES will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

#### CELDT TESTING

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

QCES will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

#### RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

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- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### STRATEGIES FOR ENGLISH LANGUAGE LEARNER INSTRUCTION AND INTERVENTION

Prior to the start of the academic year, students who score at Beginner or Early Intermediate Levels on the CELDT will be given the HighPoint assessment and assigned to the appropriate level class. The classes will be structured immersion. Students who score at the Intermediate level will be placed in regular classes and provided with an English support class. Students who meet the PFEP will be individually assessed based on several factors and either placed in regular classes with or without English support. RFEP and IFEP students will be placed in regular classes. Progress will be checked and monitored to ensure that students continue to progress in core classes including English as they emerge from the ELD program.

Volunteer parents, college students, and aides will lend first language support. English learners more fluent in English will be paired with less fluent students and will assist them.

Teachers will be trained in SDAIE and ELD techniques during professional development. To support student achievement, after school intervention programs and summer school programs will continue to offer English language support classes.

### **SERVING STUDENTS WITH DISABILITIES**

#### OVERVIEW

Qued Charter Elementary School recognizes its responsibility to enroll and assist students with disabilities who can benefit from its programs and who otherwise qualify for enrollment as well as its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning is eligible for accommodation by the School. QCES is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and community aspects of QCES.

QCES shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

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QCES shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. QCES shall be solely responsible for its compliance with Section 504 and the ADA.

QCES shall be categorized as a “public school” within CUSD in conformity with Education Code Section 47641(b). QCES shall comply with a Memorandum of Understanding (“MOU”) between CUSD and QCES School related to the delineation of duties between CUSD and QCES.

All students will be given equal access to the school regardless of disabilities, and QCES will not discriminate against any student based on his/her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education. QCES also recognizes that this commitment may not fit the expectations of all parents of students with disabilities and that special education programs provided by CUSD may be more appropriate for meeting the expectations of some parents and the needs of some students. Special Ed funding will be determined by a Joint Powers Agreement.

QCES will provide appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710, and in compliance with the California Master plan for Special Education (Education Code Section 56000 et.seq.). QCES intends to contract with a Special Education provider who will comply with all applicable federal and state laws if the services are not provided by CUSD.

QCES personnel, school administrator and other mandated IEP team members will attend staff development and/or training meetings sponsored by CUSD and other trainings as necessary to comply with IDEA regulations.

### SERVICES FOR STUDENTS UNDER THE “IDEIA”

QCES intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). QCES shall remain, by default, a public school of CUSD for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, after two years of operation under this charter, QCES reserves the right to make written verifiable assurances that QCES shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of CUSD, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, QCES seeks services from CUSD for special education students enrolled in QCES in the same manner as is provided to students in other CUSD schools. QCES will follow CUSD and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. QCES will comply with CUSD

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protocol as to the delineation of duties between the CUSD central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between QCES and CUSD to review special education policies, procedures, protocols, and forms of CUSD and the SELPA and District protocol, will ensure that QCES and CUSD have an ongoing mutual understanding of CUSD protocol and will facilitate ongoing compliance.

As long as QCES functions as a public school of CUSD solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between CUSD and QCES which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of QCES. We envision an ideal relationship for special education to follow the language and intent of Education Code Section 47646 and 20 U.S.C. 1413 as follows:

- CUSD retains the special education funds for the students of QCES;
- CUSD provides services to the students of QCES in the same manner as other students of CUSD;
- QCES pays CUSD a pro-rata share of the overall CUSD encroachment for special education.

### ASSESSMENT AND IEP PROCESS

QCES will comply with all federal, state and district mandates when designing its Assessment and IEP Process. This includes the following:

- A. Search and Serve.
- B. Referral for Assessment.
- C. Assessment.
- D. Development and Implementation of an Individualized Education Program (IEP).
- E. IEP Review.
- F. Due Process Procedures.

#### *Step 1: Search and Serve*

The parents of all new students at QCES will be informed that special education and related services are available at no cost to them. In addition, students who show signs of need for Special Education will be given an assessment test. This assessment test will assist in identifying students with special needs, but will not affect admission to QCES. To ensure

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that the individual needs of exceptional children can be appropriately met in the school, an IEP meeting will be held prior to enrollment. A representative from QCES must be a member of the IEP team. All members of the IEP team, including the parent, must agree with the goals and objectives, placement, aides and services and modifications to the regular program. In addition, QCES will utilize the Student Success Team (SST) approach to Search and Serve Activities.

The SST approach is a total school commitment to providing assistance in the general education classroom to students with unique or special needs. It begins with a meeting involving the school administration, teachers, parents/guardians and other school personnel who are responsible for or work with a student who requires assistance. The meeting provides an opportunity for each of the participants to share information and ideas that would improve the student's ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom.

The SST is not a special education function. It is not subject to the special education timelines or legal requirements. QCES will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student's needs.

### *Step 2: Referral for Assessment*

At QCES the referral process will be a formal ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents or guardians may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for an assessment. Within fifteen (15) days, not counting school vacations greater than five (5) days, of the receipt of a referral for assessment, the parent or guardian will receive a written response from QCES.

The referral for assessment process includes looking at student screening information and making a decision about whether or not to conduct a formal educational assessment. If QCES, in consultation with its Special Needs Services Provider, determines that an assessment of a student is not appropriate, the parent will receive written notice of this decision. If it is determined that an assessment is appropriate, the parent will receive an assessment plan (AP). The AP describes the type and purposes of the assessment that may be used to determine eligibility for services.

The parent must consent to the AP by signing the AP before the assessment can take place. QCES, in consultation with its Special Needs Services Provider, has fifty (50) days, not counting school vacations greater than five (5) days, from the receipt of the parent's signed AP to complete the assessment and hold an Individualized Education Program (IEP) meeting.

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If the parent does not consent to the AP, QCES may take steps to protect the student if it is believed that the student is being denied necessary services. QCES may request that the parent meet to resolve this difference of opinion or, failing that, initiate a due process hearing to override the parent's refusal to consent.

### *Step 3: Assessment*

The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.

QCES guidelines for assessment:

- Student will be assessed only after parent consents to the assessment plan.
- Student will be assessed in all areas related to his or her supposed disability.
- Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student's supposed disability, will assess the student.
- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory.

If the parent disagrees with the assessment of their child made by QCES and its Special Needs Services Provider, the parent may obtain an independent educational assessment. Upon the parent's request, QCES will provide information about how to obtain this independent assessment by a qualified examiner.

### *Step 4: Development and Implementation of an Individualized Education Program (IEP)*

After a student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the charter school, and any invited CUSD representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting.

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The following people are members of the IEP team:

- The parent or guardian and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, parents will understand all proceedings. The parent may participate using other methods, such as conferencing by telephone. If necessary, the charter school will provide an interpreter if the parent has a hearing disability or their primary language is not English.
- A QCES administrator or qualified representative who is knowledgeable about the program options appropriate for the student.
- The student's teacher.
- A representative from CUSD and the district of residence (if applicable).
- A representative from the Special Needs Services Provider, if not CUSD.
- Other persons, such as the student, whom the parent or the school wishes to invite.
- When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.

The team must consider the least restrictive setting. Mainstreaming to regular education will be considered to the extent possible. After the written IEP has been finished, it will be implemented by QCES through its selected Special Needs Services Provider. The parent can review and request revisions of the plan. The IEP will contain:

- The services that student will receive.
- How these services will be delivered.
- The instructional program(s) where these services will be delivered.
- The rationale for placement decisions.
- Annual goals and short-term objectives focusing on the student's current level of performance.
- How the student's progress will be measured.
- Transition goals for work-related skills.
- ESL goals as necessary.

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Times for IEP meetings:

- After a student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- When a parent or a teacher requests a meeting to develop, review, or revise an IEP.
- When a student in an IEP is faced with a suspension for more than ten (10) days or an expulsion, the IEP will meet to determine whether the student's misconduct was a manifestation of his or her disability.

### *Step 5: IEP Review*

If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at the end of the school year to determine how well it is meeting the student's needs. The effectiveness of the IEP will be documented and a copy will be made available to the student's elementary school.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment that can be obtained at the charter school. QCES will have written permission from the parent or guardian before it reassesses the student. QCES will convene an IEP meeting within 30 days in response to parent's written request.

QCES will make available to all parents and teachers CUSD, state, and federal literature regarding special education programs, regulations, and laws.

The promotion and retention of special education students will be determined according to their IEP.

### *Step 6: Description of Due Process and Procedural Safeguards*

If there is a disagreement with the proposed special education program, a due process hearing shall be initiated pursuant to Chapter 5 (commencing with Section 56500), unless a pre-hearing mediation conference is held. QCES shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site

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shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

### SECTION 504 OF THE REHABILITATION ACT

A 504 designation means that student's disability limits one or more major life activities. These activities include Self-Care, Vision, Breathing, Hearing, Walking, Speaking, Organizational Skills, Manual Dexterity, and/or Learning. If a student's disability relates to one of these activities, the student can be given specific accommodation relating to Environmental/Accessibility, Instructional/Classroom, Behavioral/Social, Placement Locations, and Discipline. The referral can come from a parent, teacher, administrator, counselor, or anyone else who works with the student.

When a referral is made, a 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **PROFESSIONAL DEVELOPMENT**

Upon completion of employment agreements in spring 2008, teachers will be provided with a packet explaining QCES’s Baldrige-based program for their review as well as a Professional Development Notebook. Just as QCES students will set learning goals, develop learning action plans, and track their learning progress in Student Assessment Binders, QCES teachers will develop their own professional development goals and action plans and track their training progress in their Professional Development Notebook, which will include templates and instructions for these processes.

Contracted teachers will be required to observe classes at a Baldrige-based elementary school for several days in the spring of 2008. They will be also required to attend a two-day workshop in early July at which study materials will be distributed and Professional Assessment Binders reviewed. At this time, teachers will present their professional development goals and action plans and record them in their Professional Assessment Binders. They will be expected to self-study the Reinventing Schools Model in July.

Qued Charter Elementary School will encourage educators to be teacher-researchers, utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to teaching, formulate questions regarding curricula and instruction, report to peers, and adapt new lessons to meet the needs of the students we serve.

At Qued Charter Elementary School, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. A two-week program/staff development session in August will provide staff with the opportunity to plan a coherent and coordinated course of study together that reflects the rigorous California content standards and has high expectations for student learning. Session topics will include the Baldrige Award in Education, the Reinventing Schools Model, the Classroom Learning System, employing quality tools in the classroom, and utilizing technology in the classroom. This staff

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development will result in teachers becoming competent users of technology, experts in the use of quality tools and the Classroom Learning System, and becoming skilled in classroom management.

Every Wednesday school will have a shortened schedule; students will leave at lunch, leaving several hours for professional development in the afternoon.

Through the first school year, the school will use the services of RISC to help set up the RSM elements of the school's program and make classroom observations and consult with all teachers at least once a month. In addition, every week teachers will spend one hour on data collaboration and another hour on professional development.

While Qued Charter Elementary School budget includes a significant line item for RISC (\$44,000 during start-up and the first year), most professional development sessions will be led by Qued Charter Elementary School and Ingenium Schools staff, which will include seasoned veterans with experience using quality systems in classrooms; the proposed Principal, Joshua Johnson, is himself an experienced RSM trainer.

Teachers will post graphs indicating the learning progress of their classes on classroom bulletin boards. They will report on their class progress in monthly data reports to the Principal, who will work with staff on the basis of the data presented. The Principal will review Professional Development Notebooks with teachers on at least a quarterly basis.

In addition to the RSM, the professional development program will place special emphasis on providing educational services to the targeted student population – such as SDAIE training. Professional development topics will also include:

- Reinventing Schools Model training.
- Baldrige leadership training.
- Student Assessment Binders.
- Teacher Student Assessment Binders and Teacher Success Plans.
- California Content Standards-based effective lesson planning.
- Development and monitoring of cross-curricular projects and authentic assessment tools
- Monitoring student mastery of the California Content Standards and adjusting instruction to maximize student mastery.
- Classroom management.
- Sensitivity to students' affective domains.
- Differentiated instruction.

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- Grading and assessment.
- Mainstreaming special needs students.
- Writing across the curriculum.
- Utilizing technology.
- The Internet and supplementary resources.

**ACADEMIC CALENDAR AND INSTRUCTIONAL TIME**

Qued Charter Elementary School will have at least 175 student days and an additional 10 professional development days for its teachers. It will exceed the required number of minutes of instruction as set forth in Education Code §47612.5.

The proposed calendar for 2008-2009 is attached as Appendix B. It is identical to the draft Los Angeles Unified School District single track calendar for the same year. It is expected that QCES will adopt the Compton Unified School District 2008-2009 calendar when it is published.

BELL SCHEDULE

The Qued Charter Elementary School day begins at 7:55 AM and ends at 2:35 PM except on Wednesdays, when the school day ends at 1:10 in order to provide two hours for professional development and teacher collaboration.

**BELL SCHEDULE**

**Monday, Tuesday, Thursday, Friday**

7:55 – 10:00 classes  
 10:00 – 10:20 Recess  
 10:20 – 11:45 classes  
 11:45 – 12:25 Lunch  
 12:25 – 2:35 classes

**Wednesday**

7:55 – 10:20 classes  
 10:20 – 10:40 Recess  
 10:40 – 12:30 classes  
 12:30 – 1:10 Lunch

Instructional time is as follows:

	<b>Regular Schedule Minutes</b>	<b>Wednesday Minutes</b>
Instructional minutes	340	255
<b>Total Instructional Time</b>	<b>340</b>	<b>255</b>

Qued Charter Elementary School’s attendance accounting system will meet the requirements of CUSD, LACOE, and DOE. Qued Charter Elementary School will comply with

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Education Code §47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy, for example: having a parent conference; detention; or restriction from participating in school activities such as sports, field trips, etc.

### **REFERENCE TO NCLB**

Qued Charter Elementary School agrees to comply with the provisions of No Child Left Behind as they apply to certificated and paraprofessional employees of charter schools. All classified support staff and teacher's assistants will be in full compliance with all NCLB provisions. It also agrees to adhere to the provisions regarding "School Choice" and "Choice Students."

### **IDENTIFICATION OF WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS**

Ultimately, students are responsible for their own progress; their acceptance of responsibility is Qued Charter Elementary School's core value (see Element 1).

In addition, teachers are responsible for student progress, and their annual evaluation will include an examination of the student outcomes of their classes as measured by standardized tests.

The Principal is also held accountable for student progress and the Principal's evaluations will include a significant student outcomes component based on assessment results.

The school intends to rely heavily on value-added measurements of teacher and administrator performance; the task of the teachers and administrators is to build on whatever academic background the student enters with. Value-added measurements target the improvement the student demonstrates during the period the student is in contact with the teacher and school.

Teachers and grade level teams will set goals with action plans and evidence. Discussion and goal setting will occur at the beginning of the year with review at the end of the year. This reflection and monitoring will be a part of staff members' evaluations. This will tie into value-added measures and standardized tests results. While students are responsible for their own learning, they need a strong model from teachers of how to set goals and collect and analyze data. The teachers will be familiar with this process and live by it in order to model it for the students.

### **ACCREDITATION**

By September 30, 2008, after school operations have begun, Ingenium will submit a Request for WASC Affiliation form. WASC will then send Ingenium an Initial Visit Application/School Description form, which Ingenium will complete and return.

Upon receipt of the forms and approval to proceed, WASC will arrange for a two-member visit to the school. In addition to the documentation provided with the application, Ingenium will make available other supporting documentation during this initial visit. Fol-

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Following the visit, the visiting committee will submit a report containing recommendations regarding the school's ongoing improvement to the WASC Accrediting Commission for Schools for action.

If the Commission's action is favorable, the school will be granted either interim accreditation or candidacy, for a term not to exceed three years. Ingenium's goal is to achieve interim accreditation at this stage.

In its third year of operations, Ingenium will apply for full accreditation using the WASC Focus on Learning, California Charter Schools, 2004 Edition protocol to prepare its self-study.

**ELEMENT III: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA**

**MEASURABLE STUDENT OUTCOMES**

Student outcomes are the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the California State Content Standards in language arts, math, social studies, science, the visual and performing arts, and physical education. Exit outcomes address the goals for all students: regular, English Language Learners, special education, and gifted.

The following chart provides the curricular exit outcomes and performance goals and outcomes the Charter School shall pursue. Current results of Roosevelt Elementary School, the nearest public school to the mid-center of the two Qued Charter Elementary School sites, are presented for comparison purposes.

<b>Curricular Focus</b>	<b>Measurable Outcomes</b>	<b>Goals</b>
English Language Arts	Demonstrate literacy in reading, writing, speaking and listening by: <ul style="list-style-type: none"> <li>• constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience;</li> <li>• initiate reading opportunities and read independently for 30 minutes or longer;</li> <li>• write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem;</li> <li>• apply the writing process and conventions of writing;</li> <li>• use speaking skills to present information, narrative, and response to literature;</li> <li>• apply presentation strategies effectively.</li> </ul>	60% of students will achieve at the basic level and above on the CST the first year (Roosevelt Elementary 48%) and 75% the third, then continue to increase each year.
English Language Development	<ul style="list-style-type: none"> <li>• Demonstrate verbal and written proficiency in English within 3 consecutive years of enrollment at Qued Charter Elementary School.</li> <li>• Redesignate from ELL status to English proficient status within 3 consecutive years of enrollment at the Qued Charter Elementary School.</li> </ul>	Percentage of students redesignated will increase by 5% each year.
Mathematics	Demonstrate fluency in mathematics concepts, mathematical reasoning, and basic	60% of students will achieve at the basic

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	computational skills as well as communicate and apply these skills in various settings.	level and above on the CST the first year (Roosevelt 37%) and 75% the third, then continue to increase each year.
Science	Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.	50% of students will achieve at the basic level and above on the CST the first year (Roosevelt 24%) and 65% the third, then continue to increase each year.
History/ Social Science	Demonstrate proficiency of the content standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.	The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.
Visual and Performing Arts	Connect the arts with all other content areas. Talk about, evaluate, and describe the arts, using specific criteria. Demonstrate an understanding of how culture and the arts interact. Demonstrate ability to read, write, and perform in each of the arts disciplines. Demonstrate expression through movement and spatial awareness. Demonstrate a sense of self-confidence and knowledge of their place in history and society.	All continuously enrolled students will participate fully in the Visual and Performing Arts programs.
Physical Education	Become physically educated, physically fit, and be able to enjoy a variety of physical activities. Demonstrate a commitment to lifelong health and physical well-being. Develop self-improvement, participation, and cooperation skills.	90% of students continuously enrolled will participate successfully in the Fitnessgram test.

The school shall meet its annual API growth target, both school-wide and in reportable subgroups. The school shall meet Annual Yearly Progress benchmarks.

PERFORMANCE GOALS AND OUTCOMES

Qued Charter Elementary School will track and analyze the following factors that influence academic achievement and growth.

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Factor	Measurable Expected Outcome
Student Conduct	<ul style="list-style-type: none"> <li>• Average daily attendance rate of at least 94%.</li> <li>• Tardiness continually decreases each year by 5%.</li> <li>• Suspensions/expulsions decrease each year by 5%.</li> <li>• Mediation referrals decrease each year by 5%.</li> </ul>
Parental Involvement	<ul style="list-style-type: none"> <li>• 70% of parents attend Student Led Conferences.</li> <li>• Parent attendance at special programs, festivals and forums will increase annually.</li> </ul>
Professional Development	80% participation in annual two week program held prior to opening of school each year and at ongoing professional development programs during the year.
Teacher Performance	<ul style="list-style-type: none"> <li>• Knowledge of curriculum.</li> <li>• Competence in pedagogy.</li> <li>• Professional attitude.</li> <li>• Effective teaching strategies.</li> </ul>
Financial Solvency	No deficit in the operation budget after the first two years.

**METHODS OF ASSESSMENT**

What students should be able to do (performance standards) in all learning areas at critical points in their education (see Element II) Steps in this process include: reviewing the school’s mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

**Linking standards to curriculum and assessment:** Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school’s educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

**Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals:** Classroom teachers will measure student progress with bi-weekly assessments designed to measure mastery of the standards taught. Students will track their learning progress as measured by these assessments in their Student Assessment Binders and will adjust their learning action plans based on the assessment results. Teachers will track class wide results on these assessments and post them on classroom bulletin boards; teachers and classes will modify class learning action plans based on the class results. Classes will also measure their mastery of the standards through a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (CST, etc.) and by other adopted statewide assessments (CELDT, etc.). Progress is discussed on a regular basis with parents and students no less than twice a year. Additionally, report cards are issued four times a year. Teachers use

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technology in assessment to monitor student computer skills and help them achieve academic goals. Staff development emphasizes advanced training in use of classroom management applications (e.g., PowerSchool, e-mail, and classroom spreadsheets) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. To evaluate multi-media presentations and ensure technology-based student work is leading to student academic achievement goals, the School's staff will design standardized rubrics.

*The staff will:*

- Set baseline expectations for incoming students (e.g., information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, district, and state-required testing (e.g., STAR, proficiency tests, CST);
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources.

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Qued Charter Elementary School shall conduct testing pursuant to Education Code §47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to CUSD and the California Department of Education (CDE).

### INITIAL ASSESSMENTS

New students will be given several assessments to determine their proficiency levels in core subjects, depending on their entering grade level. These assessments include:

- Saxon Math placement test.
- CELDT.
- McLeod Assessment of Reading Comprehension (grades 2-6).

An important goal of the initial assessments is to establish a baseline from which value-added student achievement may be measured.

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### ONGOING ASSESSMENTS

Ongoing assessments will be conducted pursuant to EC60602.5. The types of assessment to be used to evaluate pupil progress will follow state guidelines and may include:

- **State Required Tests.** All state required tests will be administered and closely analyzed (STAR, CST, etc.).
- **Other Standardized Tests** (Saxon Math, CELDT, writing assessments, etc.) will be administered as required by authorities outside the school or as determined by school policy.
- **Traditional Classroom Assessments:** Tests, Quizzes, essays, projects, and exams on a regular basis. Many of these will be drawn from textbook publishers' formative assessments, such as those in the HighPoint, Saxon Math, and Open Court programs.
- **Portfolios:** A selection of student work designed to demonstrate progress toward predetermined goals will demonstrate students' efforts, understanding, and mastery. These portfolios will be presented to parents at the biannual Student-Led Conferences.
- **Teacher Evaluation** based upon clearly specified criteria for scoring pupil work, including state standards-aligned tests and quizzes, critical thinking and problem solving assignments, and in-class participation;
- **Independent & Group Research Projects:** These authentic assessments will reflect understanding of units of study based on critical concepts and performance tasks.
- **Oral & Written Presentations:** Speeches, position papers, essays, etc.
- **Longitudinal/survey and Other Data** to track pupil progress.

Students will also be measured in non-academic areas such as class attendance and discipline to ensure that they are following through with their enrollment agreement to be positive influences at Qued Charter Elementary School. Qued Charter Elementary School believes that students develop more quickly and fully when they are held accountable for both performance and conduct.

### ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) will be used to compare the position of Qued Charter Elementary School with that of other schools in the state. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

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## OTHER ASSESSMENTS

Students will be measured in non-curriculum areas such as class attendance and behavior to ensure that they are performing against their commitments to be positive influences at school. For example, Qued Charter Elementary School will actively track each student's attendance as well as behavior (good citizenship, tardiness, detentions, suspensions, etc.). Non-curriculum areas are often overlooked at urban schools when it comes to assessment, but Qued Charter Elementary School believes that students develop quicker when they are held accountable for both performance and conduct.

## USE AND REPORTING OF DATA

Teachers will closely monitor student progress and students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1), which requires Qued Charter Elementary School to conduct state testing pursuant to Education Code Section 60605 and 60851 and any other statewide assessments applicable to pupils in charter schools.

QCES students will be tested frequently using tests developed and scored by their teachers. Frequent testing allows the academic controllers (the teachers, grade level leaders, and Principal) to monitor students' performance and pinpoints gaps that need to be filled to secure a solid foundation on which to build further knowledge. Testing trains students in sustained mental effort for long periods of time, a training that is essential for future success. Testing also reinforces knowledge and prepares students to face and tackle, successfully, difficult situations under pressure.

The tests will measure student outcomes to monitor progress and highlight student learning deficiencies for teachers.

Assessments will be tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and innovative solutions (Core Value "Managing for Innovation").

Another Baldrige Core Values is "Management by Fact" (see "Core Values" in Element I: Educational Philosophy and Program above). In support of this core value, teachers and students will use data intensively to drive and monitor learning in the following ways.

- Teachers and their classrooms will establish agreed-upon academic goals for each class. They will also agree on action plans for meeting these goals. Teachers will post assessment results on classroom bulletin boards and classes will modify their action plans based on the assessment results. Data and action plans can also be shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.
- Teachers and individual students will establish agreed-upon academic goals for each student. Students will record their academic goals in their Student Assess-

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ment Binders. They will complete action plans in their Student Assessment Binders for reaching their academic goals and will graph their learning progress as measured by various assessments.

Qued Charter Elementary School will rely on the measurement and analysis of performance to manage its school-wide operations. These measurements will derive from the school's needs and strategy and will provide critical data and information about key processes and results.

Several types of data and information will be used for QCES's performance management. Performance measurement will focus on student learning and will feature a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurement.

Measurement areas will include students' backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Examples of data segmentation that will be employed include segmentation by student learning results, student demographics, and faculty and staff groups.

Analysis refers to extracting larger meaning from data and information to support evaluation, decision making, and improvement. At Qued Charter Elementary School, analysis will entail using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis will support a variety of purposes, such as planning, reviewing the school's overall performance, improving operations, change management, and comparing Qued Charter Elementary School's performance with comparable organizations or with "best practices" benchmarks.

A major consideration in Qued Charter Elementary School's performance improvement and change management will involve the selection and use of performance measures and indicators. The measures and indicators Qued Charter Elementary School will select will represent factors that lead to improved student, operational, financial, and ethical performance. This comprehensive set of measures and indicators tied to student, stakeholder, and organizational performance requirements will represent a clear basis for aligning all processes with Qued Charter Elementary School's goals. Through the analysis of data from its tracking processes, Qued Charter Elementary School's measures and indicators themselves will be evaluated and changed to better support Qued Charter Elementary School's goals.

Proficiency levels will be established to maximize teacher efficiency and student learning. Learning assessments will determine whether proficiency has been achieved and identify opportunities for intervention. The diverse assessments listed above will be used at the various grade levels.

Assessment reports will provide measurements of knowledge acquired as well as identification of learning gaps. Staff will review test results on Wednesday afternoons in a group

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setting. Teachers at each grade level will review lesson plans and monitor expected learning outcomes with their colleagues at these meetings.

The QCES program is data-rich and assessment-driven. Bi-weekly tests will be administered and students will record the results in their own Student Assessment Binders. In a typical Student Assessment Binder template for math chapters, the students record their score on their last chapter test, their goal for their score on the current chapter test, and an action plan for achieving the goal. They then record their actual chapter test result and begin a new math chapter template page. The Student Assessment Binders are a central feature of the semi-annual Student Led Conferences.

In addition, classroom results on assessments are posted on the classroom bulletin boards and celebrated. The Re-Inventing Schools Coalition will assist QCES in the production, administration, and reporting of the tests.

### **CHARTER SCHOOL PERFORMANCE REPORT**

QCES will provide to the District Board of Education an annual performance report. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above.
- A summary of major decisions and policies set forth by the Ingenium Schools Board of Trustees during the year.
- Data on the parent involvement in the School's governance (and other facets of the school) and summary data from a yearly parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and any major changes to those policies during the year.
- Data showing whether the Charter School implemented the means listed in the charter to strive to achieve racially and ethnically diverse student population reflective of the territorial jurisdiction of the District.
- A comprehensive view of the Charter School's admissions practices during the year. This will include information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.

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- Any other information regarding the educational program, the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

QCES and District Board of Education will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. QCES will use the data in the performance report to assess and improve upon its educational programming as deemed necessary.

In the spirit of continuous improvement, within the term of this charter, the Charter School will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses in narrowing the achievement gap. QCES shall utilize the results of this evaluation to make alterations to its program to pursue the school wide outcomes established above.

The above referenced annual performance report and the State mandated School Accountability Report Card will be submitted to the District within the timelines agreed upon by the District and the Charter School and made available to the public.

QCES and District will jointly develop a visitation process to enable the district to gather information needed to validate the school's performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent of Public Instruction.

### **REFERENCE TO NCLB**

Qued Charter Elementary School accepts the NCLB premise that all children will succeed and will review its Annual Yearly Progress annually, with special attention given to the progress of sub-groups. The Principal will recommend and the Board will approve annual action plans to meet Annual Yearly Progress goals.

### **IDENTIFICATION OF THE GRADING POLICY**

Progress reports based on state standards will be sent to the parents of all students four times a year: at the mid-point and end of each semester.

Grading will be by individual teachers in accordance with criteria determined by the school's teaching staff, using the following guidelines:

#### **Subject Marks**

4—Advanced

3—Proficient

2—Minimally Proficient

#### **Work Habits and Cooperation**

E—Excellent

S—Satisfactory

U—Unsatisfactory

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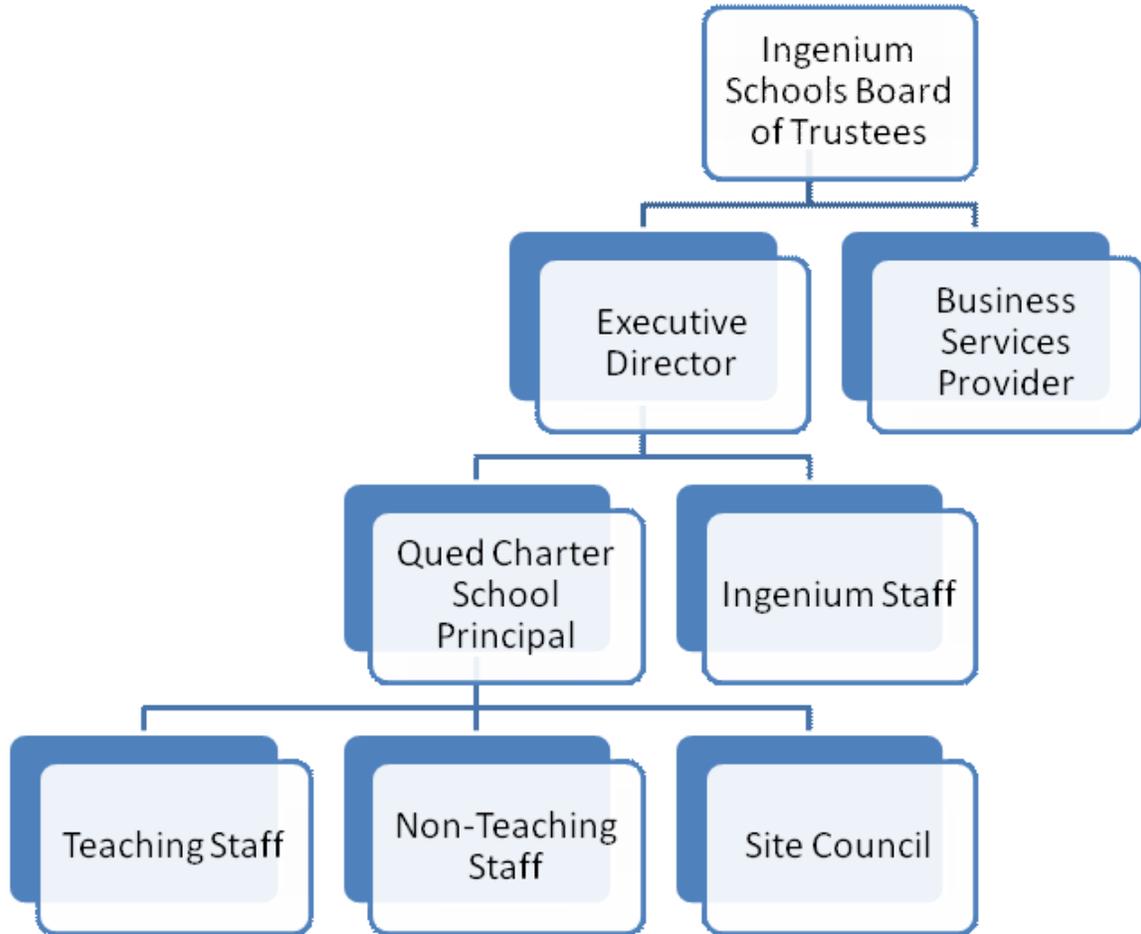
1—Not Proficient/Fail

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**ELEMENT IV: GOVERNANCE STRUCTURE**

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ORGANIZATIONAL STRUCTURE



While the Charter School intends to collaborate and work cooperatively with the District, Qued Charter Elementary School will operate as a separate legal entity, independent of the District. The Charter school will be operated by Ingenium Schools, a duly constituted California nonprofit benefit corporation, which is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be maintained to be consistent with the terms of this charter. As provided for in the California Corporation Code, Ingenium Schools is governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of the Charter School. Ultimate responsibility for the governance of the Charter School rests with the Ingenium Board of Trustees, which hires the Executive Director to implement its vision. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the school. It also

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monitors the school's financial stability. Its responsibilities are detailed in the Governance section below.

Pursuant to Education Code §47604(c), the District in performing its oversight of the Charter School as required by Education Code §47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the charter school. Attached as Appendixes K and L, please find the "Bylaws" and "Articles of Incorporation" for Ingenium Schools.

### **NON-PROFIT BOARD OF DIRECTORS**

The Ingenium Schools Board currently has four members, but at full capacity will have five members; one spot has been reserved for a school district representative, if desired. The terms of all the initial board members will end on November 6, 2008, after which permanent Board members will be appointed to renewable staggered two-year terms. The Board of Trustees is composed of individuals of high moral character who are leaders in the school's community and who have evidenced sincere concern for the welfare of children and for the improvement of education. The members of the Board of Trustees reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school's unique mission.

Initial board members include the following individuals:

- **Tom Harkenrider** is Soka University of America's Chief of Operations. He previously served in a consulting capacity as Soka's Campus Design and Operations Advisor for its \$300 million construction project.
- **David Bhattacharyya** is an equity research associate at the Capital Group. He assists two portfolio managers and one Equity Analyst in managing over \$3 billion in investments for institutional clients. He previously worked as a financial analyst for Analysis Group, a litigation consulting firm, on securities litigation cases. David is a participant in the Riordan Leadership Development Program (RVLDP), whose mission is to "to educate and train young professionals for life-long service in the governance of non-profit organizations.
- **Dr. Albert Jones** is an Associate Professor at California State University, Los Angeles. His specialty is curriculum and administration. He is a certified K-12 administrator and teaches courses and presents nationally in the areas of classroom management, school climate, social studies education, science education, and administrative leadership.
- **Skip Zeiler** is the Executive Director of VIASPACE in Pasadena, a company that commercializes technology developed by the Jet Propulsion Laboratory and Caltech for NASA and DOD. He is the past Chairman of the California Council for Excellence, which operates California's state version of the Baldrige Award, the California Award for Performance Excellence.

All future appointments to the board will follow the appointment process outlined in the Bylaws. As allowed by the Charter Schools Act, the Compton Unified School District Board of Education may appoint a voting designee on the Ingenium Schools Board of Trustees.

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The selection process for new Board members includes review of candidates' curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

The Board of Trustees will be responsible for the operation and fiscal affairs of the school including, but not limited to:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Negotiation and Approval of a Memorandum of Understanding (MOU) or other contracts with the School District;
- Approval of all contracts, contract renewals, and personnel actions (e.g. hiring, discipline, dismissal) (subject to the disclosure and recusal of the employee Board member);
- Approval of all changes to the school charter to be submitted as necessary in accordance with the applicable law;
- Long-term strategic planning for the school;
- Participate as necessary in dispute resolution;
- Monitoring overall student performance;
- Filling the Executive Director and School Principal positions;
- Evaluation of the Executive Director and School Principal (see Appendix N for the RSM's Superintendent evaluation form, which the Board will use as part of its Executive Director evaluation);
- Oversee the academic and social performance and effectiveness of the Charter School and take necessary action to ensure that the school remains true to its mission and charter.
- Engage parents and the broader community in support of the School.
- Ensure compliance with applicable legal requirements.
- Approve the Schools' mission and objectives.
- Approval of bylaws, resolutions, and establish policies and procedures of school operation consistent with the mission.
- Monitor the financial well-being of the school, including capital assets, fund-raising, and endowment.
- Participation in the School independent fiscal audit;
- Participation in the School programmatic audit;

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- Maintain full and accurate records of Board meetings, committees, and policies.
- Work to ensure that all Board members are actively involved in the work of the board and its committees.
- Develop itself through new trustee orientation, ongoing education, and leadership succession planning.
- Assure compliance with applicable laws and regulations and minimizes exposure to legal action; and
- Participation as necessary in student expulsion matters.

The responsibilities of the Board officers are as follows:

### CHAIR

- Preside at all meetings of Board.
- Sign acts necessary to carry out state requirements and the will of the Board.
- Establish Board committees.
- Call emergency meetings of the Board, as necessary.
- Enforce parliamentary procedures.
- Communicate Board policy to the management organization.

### VICE-CHAIR

- Attend all meetings, acting as support for the Chair.
- Serve in the capacity of the Chair in the latter's absence.

### SECRETARY

- Ensure Board meeting minutes are recorded and distributed.
- Publicly advertise meetings, in accordance with state regulations.
- Oversee, announce, and record all motions and voting results.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

### TREASURER

- Oversee financial policy issues.
- Consult with management organization on all financial matters.

### FINANCE COMMITTEE

A Finance Committee will be formed to:

- Monitor and report on the business operations of the school including reviewing financial reports and statements, providing primary contact with the auditing firm, reporting on the status of the school's financials to the full Board and the broader school community.
- Ensure compliance with key measures of accountability plan.

QCES will update the District of changes to the Charter School Board of Trustees.

QCES Board of Trustees may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

### **BOARD MEETINGS**

The Board of Trustees will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

QCES shall adopt a conflicts code which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code.

The Board of Trustees meetings will be headed by a Board Chair, who will be elected by the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Trustees may be passed with a simple majority of present members.

### **BOARD TRAINING**

The Board of Trustees shall participate annually in training regarding board governance, Brown Act, and conflicts of interest rules.

### **BOARD DELEGATION OF DUTIES**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School or a third party any of those duties except for the adoption of Board policies; expenditures over \$25,000; adoption of the budget; budget revision; adoption of the annual fiscal audit; discipline and dismissal of employees; or as otherwise prohibited by law. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

### **EXECUTIVE DIRECTOR**

The Board of Trustees has engaged an Executive Director to be responsible for administering the school in all of its aspects of its day to day operations, working with the Charter School Board of Trustees, the School District, students, parents, and community members and the other governing bodies specified by local and state law. The Executive Director's duties include, but are not limited to, the following:

- Lead CMO-level RSM development and the organization's program for winning quality awards.
- Develop school support systems and processes, including Student Information System and assessment systems shared across multiple charter schools.
- Fundraising, facilities development, and financial management of the corporation, including the development and implementation of the annual budget.
- Provide information, advice, and counsel to the Chairman of the Board, Board Committees, and the Board of Directors in the creation of policies, programs, and strategic direction of the corporation. Support Board of Directors activities, including staffing for all Board and Committee meetings, meeting schedules, locations, development of agendas, and meeting materials.
- With the assistance of the Principal, administration of overall operation of the school, including: reviewing and evaluating the results of program activities; ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; and developing organizational and administrative policies and program objectives for Board consideration.
- Manage the hiring process of the QCES Principal and subsequent support and supervision of the Principal.
- Liaison with other organizations, such as the CUSD, LACOE, and CDE.

The above duties may be delegated or contracted as approved by the Board to another administrator of the Charter School or other employee, a parent volunteer (Only in accordance with student and teacher confidentiality rights) or to a third party provider as allowed by applicable law."

**CHARTER SCHOOL PRINCIPAL**

The Executive Director will engage a Principal to lead the School's day to day operations. The Principal is responsible for planning improvements that directly address instruction and customer satisfaction. The Principal's responsibilities are listed below.

The Principal as the RSM program leader will:

- Develop a plan for achieving the school's vision within the context of the RSM.
- Train staff in elements of the RSM.
- Lead the school's application process for progressively higher California Awards for Performance Excellence and, ultimately, the Baldrige Award.
- Maintain a School Student Assessment Binder that will set, with the assistance of teachers, school-wide learning goals and action plans and track school-wide learning progress. Modify school-wide action plans to reflect learning progress.
- Lead the school's WASC application process during the first year of operation.
- Continually monitor progress on all measures of school and staff performance.
- Complete and publicly present an annual school progress report to Ingenium Schools Board of Trustees, Compton Unified School District, and the school community.

The Principal as academic leader will:

- Administer the academic policies determined by the QCES Board of Trustees and Executive Director and the applicable local, state, and federal regulations.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school's instructional program plans.
- Set standards for student achievement.
- Ensure the implementation of the high standards, research-based curricula, and RSM systems and tools in all classrooms of the school. Ensure all students and teachers are using Student Assessment Binders.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Provide instructional leadership in advancing proven teaching and learning practices.
- Select instructional staff with the knowledge, skills, and beliefs to ensure each child reaches high levels of academic achievement, in accordance with the standards and processes.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Observe, and ensure that teachers observe, instruction regularly.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Monitor (and ensure that teachers monitor) student growth and achievement.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Deal with discipline issues, including entering discipline information into PowerSchool.

The principal as the site-based manager will:

- Develop (with the Executive Director) and manage the school budget.
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations.
- Maintain complete and accurate records of the entire school program.
- Manage the student recruitment and enrollment process.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Recruit, select, and hire school staff, including school-based support staff and (in collaboration with the academic director) instructional staff.
- Issue reports to the Board of Trustees and to any affiliated private entity on the progress of students in the school and on matters of school operations as requested.
- Administer the school policies determined by Ingenium Schools Board of Trustees and Executive Director as well as the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain a close working relationship with the Compton Unified School District Charter Division, as appropriate, along with the Executive Director.

The principal as the builder of the school culture will:

- Build an effort-based school culture of high expectations for all students throughout the school community.
- Communicate the vision that supports the school's goals and articulate and model the school's values.
- Engage the active support of parents and community members in support of the education of the students in the school.
- Provide leadership to the school leadership team.
- Seek feedback on the progress of the school.
- Serve as a spokesperson for the school in the community and elsewhere.
- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.
- Engage parents and community in planning and implementing programs, including community use of the school site.
- Manage and facilitate group planning and program-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Ensure a safe and orderly environment.
- Direct the enforcement of school policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school

### **PARENT INVOLVEMENT**

Parents will be encouraged to form a Parent Council to be responsible for parent involvement in school activities, fundraising, and advising the charter school on any and all matters related to the strengthening of the charter school community.

Parents will be strongly encouraged to contribute a minimum of 10 hours per family per academic year to the charter school. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Ingenium Board, District Board, or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities upon approval by the Principal.

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**ELEMENT V: HUMAN RESOURCES**

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**QUALIFICATIONS OF SCHOOL EMPLOYEES**

Qued Charter Elementary School will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that are committed to the instructional philosophy outlined in the Mission and Vision statement. All personnel will have objectives, knowledge, skills, motivation and share a common belief system that supports the mission and goals of the school.

**BELIEFS AND ATTITUDES (ALL PERSONNEL)**

- Commitment to use RSM systems and tools and to the Baldrige program of the school.
- Create and maintain Professional Assessment Binders in order to continually improve their performance and well as to model use of the RSM to students.
- Unshakable belief that children from under-resourced communities can reach the highest academic levels.
- Persistence and resourcefulness in overcoming obstacles to solve problems.
- Acceptance of personal responsibility for the educational results of the school.
- Flexibility and willingness to embrace change.
- High personal ethical standards.
- Comfort with smart, highly skilled, assertive staff members.
- Sense of humor, can make work playful.
- Lifetime interest in how people learn and on one's own personal development.

**EXECUTIVE DIRECTOR**

*Position Summary*

The Executive Director reports to the Board of Trustees. The Executive Director is responsible for the development and implementation of policies, procedures, and practices

## QUED CHARTER ELEMENTARY SCHOOL PETITION

that will ensure the ongoing financial and legal viability of the school. His or her duties include: (1) RSM systems and tools development; (2) managing the Principal hiring process; (3) Principal support and supervision; (4) fundraising; (5) facilities development; (6) back office operations; (7) budget development; and (8) Board development and support. The Executive Director position is part-time.

Reports to: Board of Directors.

Qualifications:

- Demonstrated success in previous school administrative positions.
- Knowledge of charter laws, finance, and politics.
- California credentialed teacher.
- Possess a M.Ed. in Education degree and/or an MBA.

Objectives: Win progressively higher quality awards each year. California Award for Performance Excellence; California Challenge Award; California Prospector™ Award; Eureka Award for Performance Excellence™. Win the Malcolm Baldrige National Quality Award the sixth year of operations.

See “Charter School Executive Director” in Element VI: Governance above for a listing of Executive Director responsibilities.

### PRINCIPAL

#### Position Summary

The Principal reports to the Executive Director. The Principal is responsible for the school environment and student performance. The Principal is responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school, including the academic success of the School’s students. He or she organizes, administers, supervises, and evaluates all aspects of the School. The Principal is also the Baldrige program leader and will be held accountable for the continuous improvement of the school and its staff.

Qualifications:

Special Skills/Experience Required:

- A Master’s degree in education, state certification, and at least two years of educational administrative experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships which foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment

### Objectives

- Achieve the measurable student outcomes listed in Element III: Measurable Student Outcomes and Other Uses of Data.
- Successfully implement the educational program.

The Principal's responsibilities are listed above in Element VI: Governance under "Charter School Principal."

### TEACHER

Reports to: Principal

Qualifications: A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. NCLB highly qualified for the position held.

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Should a qualified candidate not hold a California teaching credential, that employee must have, at a minimum, 18 semester units or 27 quarter units in a subject they wish to teach and have an intern credential.

Objective: Significant student progress towards meeting the school's academic standards.

### Responsibilities

- Design, implement, and monitor the learning experiences of each student and class.
- Work collaboratively with each other, students, parents, and community partners and communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.
- Maintain class Student Assessment Binders in each class to set class learning goals and action plans and track class learning progress.
- Review class performance with students and modify class learning plans based on class performance and student input.
- Analyze data from assessments of student work in their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

### Knowledge and Skills

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes students to achieve at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Skill in oral and written communications.
- Capacity to work as an effective team member.

### OFFICE MANAGER

Reports to: Principal

Qualifications: Bachelor's degree (B. A.) from four-year college or university; or one to two years' related experience and/or training; or equivalent combination of education and experience.

Summary of responsibilities: Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties.

- Prepares and communicates reports.
- Tracks the NCLB qualifications of teachers using the EdTec NCLB qualification form and maintains personnel records.
- Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer.
- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.
- Answers and screens manager's telephone calls, and arranges conference calls.
- Coordinates manager's schedule and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Orders and maintains supplies, and arranges for equipment maintenance.

### Knowledge and Skills:

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Calculate figures and amounts such as discounts, interest, and percentages.
- Ability to independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail

### **OTHER NON-CERTIFICATED EMPLOYEES**

QCES non-certificated personnel shall be willing to work in a unique educational environment with a diverse group of teachers, parents and students.

As applicable, the Charter School will comply with the highly qualified requirements under the No Child Left Behind Act for paraprofessionals.

Employee expectations are further delineated in Appendix O, Personnel Handbook, and Appendix E, Employment Agreement.

### **HIRING PROCESS**

The Board will select the Executive Director who will select the Principal, who in turn will engage all other staff. Deadlines for submitting applications will be established and publicly advertised. All hiring and termination decisions must be ratified by the Board. In accordance with Education Code 47605(d)1, Qued Charter Elementary School shall be nonsectarian in its employment practices and all other operations. Qued Charter Elementary School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability.

## **REVIEW OF CREDENTIALS**

For any job requiring a credential or other license or other documentation, Qued Charter Elementary School's Office Manager will examine the credentials of applying candidates to determine whether the credentials are appropriate for the position being applied for. The Office Manager will monitor credentialing requirements on an ongoing basis and will alert an employee when the employee is in danger of not meeting certification requirements.

## **IDENTIFICATION OF THE ROLES AND FUNCTIONS OF STAFF MEMBERS**

The roles and functions of staff are detailed in the job descriptions above. Staff expectations are further delineated in Appendix O, Personnel Handbook, and Appendix E, Employment Agreement.

## **EVALUATION OF EMPLOYEES**

The Board of Trustees evaluates the Executive Director, who in turn evaluates the Principal.

The Principal is evaluated by the Executive Director. The Principal will develop and maintain a School Assessment Binder that will form the basis for Principal evaluations.

All School staff other than the Principal report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

## **CRITERIA AND PROCEDURES USED IN EVALUATIONS**

### *Teachers*

All teachers will prepare Classroom Student Assessment Binders and Classroom Success Plans for each class as well as Professional Assessment Binders and Professional Success Plans. The Principal will review Classroom and Professional Assessment Binders and Success Plans at least quarterly. Teacher evaluations will include scores on the maintenance of these documents and classroom results, including value added student achievement.

In addition, the Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE):

### **Making Subject Matter Comprehensible to Students**

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

### **Assessing Student Learning**

TPE 2 – Monitoring Students Learning During Instruction

TPE 3 – Interpretation and Use of Assessment

### **Engagement and Supporting Students in Learning**

TPE 4 – Making Content Accessible

## QUED CHARTER ELEMENTARY SCHOOL PETITION

TPE 5 – Student Engagement

TPE 6 – Developmentally-appropriate Teaching Practices

TPE 7 – Teaching English Learners

### **Planning Instruction and Designing Learning Experiences for Students**

TPE 8 – Learning About Students

TPE 9 – Instructional Planning

### **Creating and Maintaining Effective Environments for Student Learning**

TPE 10 – Instructional Time

TPE 11 – Social Environment

### **Developing as a Professional Educator**

TPE 12 – Professional, Legal and Ethical Obligations

TPE 13 – Professional Growth

### *Other Staff*

The Executive Director is evaluated by the Board of Trustees.

### **MEASURES OF PERFORMANCE**

Ingenium Schools Board of Trustees will annually set performance goals with the Executive Director and review the performance at the end of the school year. The Executive Director and Principal, in turn, will set performance goals and evaluate other staff members.

The measures of the Executive Director will include but not limited to the following:

- CAPE and Baldrige Award scores.
- Financial performance of the school.
- Relationship of the school with the charter authorizer and other elements of the community.

The measures of the Principal will include but not limited to the following:

- CAPE and Baldrige Award scores.
- Student turnover.
- Parent satisfaction.
- Student performance.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Student enthusiasm for learning.
- API and AYP results.
- Teacher renewals.

### **TEACHER RECRUITMENT**

QCES will begin its faculty recruitment effort in February 2008. It will advertise its openings at local university training programs that specialize in producing NCLB-qualified teachers, including California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, and Claremont Graduate Universities; and Mount St. Mary's College. It will also advertise on EdJoin and CCSA's placement service.

The hiring process will include interviewing and collecting the following documents from applicants: résumés; CBEST results; certified and sealed college transcripts; references; records of experiences; credentials, licenses, etc.; and verification of previous employment.

In order to ensure that candidates are NCLB-qualified, QCES's teacher application package includes an "NCLB Teacher Requirements: Certificate of Compliance" form that applicants must complete. In addition, the Office Manager will complete an "NCLB Teacher Requirements Form" provided by EdTec and verify the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SADIE training and CLAD (or state recognized equivalency) credentials in order to deal with the high proportion of targeted students learning English.

Applicants will be scored on a variety of measures including demonstrated student achievement with QCES's target student population. Bilingual teachers will qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score will be invited for interviews with the Development Team, where further scoring will be completed. Candidates must express unconditional support and commitment to QCES's mission and RSM program in the interviews. Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored. Top scoring candidates will be sent invitations to join the QCES faculty at the end of the process and, if they accept the invitations, will be sent employment agreements to complete.

### **COMPENSATION AND BENEFITS**

Qued Charter Elementary School administrative staff will recommend the policies for salaries, benefits and annual work calendars for all employees to the Ingenium Schools Board for approval. Work calendars will be submitted to staff in March for their input. Staff will be given opportunities to discuss any changes affecting benefits.

Qued Charter Elementary School's compensation and benefits package has been designed with the goal of attracting high-quality staff while not endangering the School's financial strength. Salaries are generally at the "market" rate: teacher salaries, for example, are comparable to teacher salaries in neighboring school districts.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

The starting salary schedule for employees is shown on the table below. All employees will be offered health benefits, to which Qued Charter Elementary School will contribute \$450/employee/month.

<b>Position</b>	<b>Salary</b>
Executive Director	\$108,000
Principal	\$96,000
Counselor	\$55,000
Resource Teacher	\$50,000
Classroom Teachers	\$48,000 (average)
Office Manager	\$35,000

### **RETIREMENT BENEFITS**

Qued Charter Elementary School teachers and certificated administrators shall be a part of the State Teachers' Retirement System. Other employees shall be covered by Social Security. The Executive Director and the business services provider will work with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related work. LACOE is the only agency who could report the contributions to both STRS and PERS. Qued Charter Elementary School will either use LACOE's reporting system or a system compatible with LACOE.

### **EMPLOYEE REPRESENTATION**

QCES shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. QCES's status under the EERA is that it is a public school employer subject to the EERA; the EERA was made applicable to charter schools by AB 631 (Stats. 1999, Chap. 828).

In the event the Charter School's employees are represented under the EERA, it will follow EERA guidelines. In general, the EERA allows the exclusive representative to represent union members concerning:

- Wages.
- Hours of employment.
- Health and welfare benefits.
- Leave.
- Transfer and reassignment policies.
- Safety conditions of employment.
- Class size.
- Employee evaluation procedures.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Organizational security.
- Grievance procedures.
- Layoffs of probationary certificated school district employees.
- Alternative compensation or benefits for employees adversely affected by pension limitations.

The union's right to represent:

- Obligates the Charter School to negotiate with the exclusive representative.
- Requires the employer to fulfill certain "impasse" procedures before unilaterally implementing a new term and condition of employment.
- Allows the employer to implement a change in a term or condition of employment to which the union concurs.
- Incorporates the employer obligation to deduct union dues from employee wages.
- Includes the right to file unfair labor practice charges with the PERB.
- Includes the right to represent employees in the presentation of their grievances. However, once an exclusive representative is selected or certified by the PERB, only the exclusive representative has the right to represent members in the grievance process and file unfair labor practice charges alleging a violation of the duty to negotiate.

### **RIGHTS OF SCHOOL DISTRICT EMPLOYEES**

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement of the District as aligned with the collective bargaining agreements of the District.

### **ENSURING HEALTH AND SAFETY PROCEDURES**

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A final draft will be provided to the District for review at least 30 days prior to operation. A preliminary draft of these procedures is attached as Appendix F.

The following is a summary of the health and safety policies of the Charter School:

#### **PROCEDURE OF BACKGROUND CHECKS**

Qued Charter Elementary School shall comply with the provisions and procedures of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of the Charter School. , No em-

## QUED CHARTER ELEMENTARY SCHOOL PETITION

ployee shall be permitted to commence work at Qued Charter Elementary School until clearance has been obtained from the Department of Justice.

The Executive Director will monitor compliance with this policy and report to Ingenium Schools Board of Trustees on a quarterly basis. The Board Chair will monitor the fingerprinting and background clearance of the Executive Director.

### ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

### TB TESTING

QCES will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

### IMMUNIZATIONS

QCES will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

### MEDICATION IN SCHOOL

QCES will adhere to Education Code Section 49423 regarding administration of medication in school.

### VISION/HEARING/SCOLIOSIS

QCES shall adhere to Education Code §49450 et. seq. as applicable to the grade levels served by the School.

### EMERGENCY PREPAREDNESS

QCES shall adhere to the Safety Plan drafted specifically to the needs of the school site. This Plan shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for District receipt and review at least 30 days prior to the School's opening. This Plan shall include an evacuation plan, and general school safety, injury and illness prevention. The draft Plan is contained in Appendix F: Safety Plan.

### BLOODBORNE PATHOGENS

QCES shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

In addition, all faculty members will be required to attend an annual blood borne pathogen presentation.

### DRUG FREE/SMOKE FREE ENVIRONMENT

QCES shall maintain a drug and alcohol and smoke free environment.

### PROCEDURES

QCES shall adopt procedures to implement the policy statements listed above prior to operation.

Among the many health and safety laws that will be followed is the Healthy Schools Act – California Education Code §17608, which details pest management requirements for schools.

### HOW THE SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE

The preferred sites for the school are 1319 East Palmer Street and 506 East Laurel Street in Compton.

Qued Charter Elementary School will obtain property insurance coverage for the sites. The sites will comply with State Building Codes, federal American with Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. Qued Charter Elementary School will provide CUSD with Certificates of Occupancy issued by the City of Carson Department of Building and Safety no later than 20 days prior to the opening of the school. An appropriate safety plan has already been developed (see Appendix F). Qued Charter Elementary School will have an active safety plans on file. The safety plan will be kept on file for review and the school staff will be trained annually on the safety procedures outlined in the plan.

Qued Charter Elementary School will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility.

### HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)

Qued Charter Elementary School will contract with a bonded third party to provide food service.

The school will maintain a list of locally stored hazardous materials and has prepared a safety plan (see Appendix F: Safety Plan). The school will also request periodic safety inspections from its insurer. See also Appendix J: Maintenance and Operations Plan. The school will comply with AHERA regulations.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

### DISPUTE RESOLUTION

#### DISPUTES BETWEEN QUED CHARTER ELEMENTARY SCHOOL AND CUSD

The staff and governing board members of Qued Charter Elementary School agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any dispute until the matter has progressed through the dispute resolution process.

Any controversy, claim, or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below:

- (1) Any controversy, or claim arising out of or relating to the charter agreement must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

To Charter School:

Qued Charter Elementary School  
c/o School Director  
1502 Webster Avenue  
Claremont, CA 91711

To Director of Charter Schools:

Director of Charter Schools  
Compton Unified School District  
501 South Santa Fe Avenue  
Compton, California 90221

- (2) A written response shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the claim or controversy within fifteen (15) business days from the date the written response is received by the other party to resolve the controversy or claim at issue (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day fol-

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- lowing personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- (3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.
  - (4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.
  - (5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

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**ELEMENT VI: STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION**

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**STUDENT ADMISSION POLICIES AND PROCEDURES**

Qued Charter Elementary School will admit all students who wish to attend the school as outlined in Education Code §47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school. QCES shall not charge tuition.

Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, or disability.

Students and their parent(s)/guardian(s) must complete an application available from QCES's school office and submit it directly to Qued Charter Elementary School. The application contains the Home Language Survey and asks for the required proof of immunizations and proof of minimum age requirements. Parents and students are required to sign an agreement that they will abide by School policies on academics, attendance, and conduct.

Applications will be accepted during a publicly advertised open application period each spring for enrollment in the following school year. Following the open application period each year applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend the School exceeds capacity, attendance, except for existing pupils shall be determined by a random public drawing. Preference, in the case of public random drawing shall be given in the following order:

1. Existing pupils of the School.
2. Siblings of existing pupils of the School.
3. Relatives of QUED employees.

The school will designate and publicize an application deadline (for first year, tentatively COB May 10) and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the school site regarding a date, time, and location of the public drawing once the deadline date has passed; tentatively, the drawing for first year enrollment will be at 7:00 P.M. May 17 at the school site. Enrollment applications will also include the date, time, and location of the drawing, as will the School's Web site.

To ensure fairness, names will be drawn publicly at random by a neutral third party. A designee of the Ingenium Schools Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. Once enrollment is reached at the public random drawing, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If a child gains admission, he or she will automatically be considered an "existing pupil" and accordingly, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the

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top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

School staff will call parents or guardians of students on the wait list when positions become available and give the parents or guardians 24 hours to respond before moving to the next student on the wait list.

The school will maintain on file the verification of the fairness of the lottery process, the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

QCES will open an office in the school building from 2:00 to 7:00 every week day during the application period for collecting registration forms and personally answering questions about the school.

Before school begins each year, all students must have an emergency medical information form on file.

### NON-DISCRIMINATION

#### Compton Unified School District Ethnicities for the year 2006-07

African American not Hispanic	Hispanic or Latino	Pacific Islander	White not Hispanic
7,192 (25.2%)	20,895 (73.2%)	244 (0.9%)	76 (0.3%)

It is the policy of Qued Charter Elementary School to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. It shall not discriminate against any student on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

QCES will comply with all laws related to non-discrimination, tuition, and admissions criteria.

Below is the School's written plan to achieve and maintain the District's ethnic balance goal.

- Fliers (in English and Spanish) will be distributed in Compton and Centennial Senior High Schools' attendance areas indicating the enrollment opportunity at QCES beginning in February. These fliers will include information on our instructional program and grades we will be serving. The fliers will be distributed as follows.
  - Compton and Centennial Senior High and Carnegie, Curtiss, and White Middle Schools. QCES will seek permission from the schools to distribute its fliers on the campuses as well as to mail the fliers to the families of eligible students.

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- Local elementary schools: Bonita Street, Leapwood, Carson Street, and Broadacres. QCES will seek permission from the schools to distribute its flyers on the campuses as well as to mail the flyers to the families of eligible students
- Local markets: the Compton Mall, BJ Products, Gueye Health and Beauty, Dominguez Florist, Global Market 2000, Vanessor Cosmetics, Burleson Gallery, RoboFit Table Tennis Center, and Carson Gift Shop. Local restaurants: Subway, Starbucks, House of Sandwiches, Bistro 88, Quizno's, Sizzler, Tony Roma's, California Grill, La Mexicana, and Avanti Pizza..
- QCES's Principal will ask to give presentations to and leave fliers at each of the following churches: Filipino American Community Church, Lamplighter Christian Fellowship, Bread of Life Christian Center, Harbor Community Church, New Jerusalem Community Church, and the First Lutheran Church.
- QCES will seek articles in and will advertise in the following local newspapers: Los Angeles Sentinel; Daily Breeze; Carson News; Herald Dispatch; and La Opinion.
- At least three informational meetings will be held during the winter and spring of 2008 where we will share information about Qued Charter Elementary School and our alternative setting for families and their children.
- QCES staff and volunteer recruiters will attempt to canvass all homes within a two mile radius of the school.
- Each family showing interest will be sent an application packet. Parents are responsible for completing an application, a draft of which can be found in Appendix G.

The School shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School along with documentation of the efforts the School has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation

### **MCKINNEY-VENTO ACT**

Qued Charter Elementary School will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

### **PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

No student may be required to attend Qued Charter Elementary School. Students who reside within CUSD who choose not to attend Qued Charter Elementary School may attend school within CUSD according to District policy or at another school district or school within the District through the District's intra and inter-district policies.

The parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

## **SUSPENSION/EXPULSION PROCEDURES**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Qued Charter Elementary School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Qued Charter Elementary School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Qued Charter Elementary School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director/Principal's office.

Suspended or expelled students shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Qued Charter Elementary School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Qued Charter Elementary School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Qued Charter Elementary School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Qued Charter Elementary School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

### **A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Qued Charter Elementary School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off Qued Charter Elementary School campus; d) during, going to, or coming from a school sponsored activity.

### **B. ENUMERATED OFFENSES**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
  1. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
11. Knowingly received stolen school property or private property.

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12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing of another.
17. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
18. Made terrorist threats against school officials and/or school property.
19. Committed sexual harassment.
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### **C. SUSPENSION PROCEDURE**

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director/Principal or the Director/Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director/Principal. The conference may be omitted if the Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

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This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director/Principal or Director/Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **D. AUTHORITY TO EXPEL**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Qued Charter Elementary School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

## **E. EXPULSION PROCEDURES**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director/Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Qued Charter Elementary School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Qued Charter Elementary School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES**

Qued Charter Elementary School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by Qued Charter Elementary School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Qued Charter Elementary School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Qued Charter Elementary School must present evidence that the witness' presence is both desired by the witness and will be helpful to Qued Charter Elementary School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. RECORD OF HEARING**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**H. PRESENTATION OF EVIDENCE**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**I. WRITTEN NOTICE TO EXPEL**

The Director/Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Qued Charter Elementary School.

The Director/Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

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Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Qued Charter Elementary School shall notify the superintendent of Qued Charter Elementary School district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

### **J. DISCIPLINARY RECORDS**

Qued Charter Elementary School shall maintain records of all student suspensions and expulsions at Qued Charter Elementary School. Such records shall be made available to the District upon request.

### **K. NO RIGHT TO APPEAL**

The pupil shall have no right of appeal from expulsion from Qued Charter Elementary School as Qued Charter Elementary School Board's decision to expel shall be final.

### **L. EXPELLED PUPILS/ALTERNATIVE EDUCATION**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

### **M. REHABILITATION PLANS**

Students who are expelled from Qued Charter Elementary School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Qued Charter Elementary School for readmission.

### **N. READMISSION**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to Qued Charter Elementary School environment. The Director/Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Qued Charter Elementary School's capacity at the time the student seeks readmission.

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**ELEMENT VII: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

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**BUDGETS AND CASH FLOW**

Attached as Appendix H, please find the following documents:

- A projected first year budget including startup costs.
- Cash flow and financial projections for the first three years of operation.
- Budget assumptions.

**BUDGET DEVELOPMENT**

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the governing council.

The key factors that will enable Qued Charter Elementary School to be self-sustaining on public funds (and occasional private donations) are:

- High student attendance rates.
- Relatively large class sizes, especially for charter schools.
- Comparatively low number of classified employees.
- Intensive utilization of all employees.
- Low non-classroom based operating expenses.
- Access to a Line of Credit.

Qued Charter Elementary School will continue to follow the same financial model in order to ensure that Qued Charter Elementary School is financially sound and can provide a great education to the students it serves.

**CASH AND REVENUE FLOW**

Qued Charter Elementary School will be a directly funded charter school. Funds still flowing through the District will be transferred via journal voucher entry in a timely manner. Warrants are to be payable to Qued Charter Elementary School.

**FINANCIAL REPORTING**

Qued Charter Elementary School will provide any financial information requested by CUSD and make its books available to CUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to CUSD, in the format required by CUSD, within time lines specified and clearly communicated by

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CUSD each year. The legally required financial statements include, but are not limited to, the following:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year."
- Other reports requested by CUSD.

Qued Charter Elementary School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from CUSD and shall consult with CUSD regarding any inquiries.

### **FISCAL MANAGEMENT**

The Ingenium Schools Board will assure sound fiscal management by adopting comprehensive board-level fiscal policies, engaging a professional business services firm, and implementing a comprehensive internal control program.

The Ingenium Schools Board will adapt the following fiscal policies from model policies and forms available from CCSA and business services providers: budget development; staff roles related to fiscal issues; conflict of interest; check-signing; petty cash management; attendance recording; payroll processing; control; risk management; accounts payable; expense reports; banking procedures; and other financial management procedures.

### **INSURANCE**

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. QCES shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the Charter School from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of \$1,000,000/\$1,000/000/\$1,000,000.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

2. Commercial General Liability coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the Compton Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter Schools insurance primary despite any conflicting provisions in the Charter Schools policy. Coverage shall be maintained with no self-insured retention above \$25,000 without approval of the CUSD.
3. Commercial Auto Liability coverage with limits of \$1,000,000 combined single limit unless the Charter School operates student bus services; if providing student bus services coverage limits not less than \$5,000,000 combined single limit shall be required.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.
6. Excess/umbrella insurance with limits of not less than \$10,000,000 required of all high schools and any school which participates in competitive interscholastic or intramural sports programs.

\*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

### EVIDENCE OF INSURANCE

QCES shall furnish to the District's Office of Risk Management and Insurance Services within 30 days all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

Facsimile or reproduced signatures may be acceptable; however, the District reserves the right to require complete certified copies of the required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

### HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the CUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement, except for any such claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. QCES further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the CUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School and their officers, directors, employees or volunteers.

### ADMINISTRATIVE SERVICES

Qued Charter Elementary School intends to engage the services of a third party contractor (tentatively EdTec or ExED, leading providers of business services to charter schools) to provide the administrative services the school will require. These services will include:

- Accounting. The accounting system will meet the requirements of CUSD, LACOE, and DOE.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Business and budget-related consulting.
- Compliance.
- Attendance and Student Information Systems.
- Board meeting support.

### DESCRIPTION OF TYPE/SCOPE OF LEGAL SERVICES TO BE USED

Qued Charter Elementary School does not expect to use a significant amount of legal services. It anticipates a limited review of the agreements entered into with the District and a review of the Personnel Handbook. Otherwise, a legal services firm will be engaged on an as-needed basis.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

### **FACILITIES**

Qued Charter Elementary School will lease facilities at 1319 East Palmer Street and 506 East Laurel Street in Compton, California. The Palmer Street building is a single story structure of recent construction with 5,250 square feet. The building was designed and built to be used as a child daycare center. The Laurel Street site is a church with an adjacent day care center.

The school's facilities may be inspected by Compton Unified School District for compliance with State Building Codes, Federal Americans With Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. Certificate of Occupancy and all other records will be kept on file by the School.

The School's safety plan appears Appendix F and is in continued development. Qued Charter Elementary School will maintain active safety plans on file. Qued Charter Elementary School will hire its own contractors and other appropriate resources as necessary in order to perform maintenance and operations functions required at its facility.

The School will use the "Facility Review Checklist for Use of Religious Facilities" in Appendix P to ensure that any church facilities it uses

### **AUDIT**

The Ingenium Schools Board Finance Committee will oversee selection of an independent auditor. The auditor will have experience with public school audits and shall be included in the list of education auditors by the State Controller's Office. Ingenium Schools will work with an experienced business services provider to set up financial controls, systems, and processes to ensure compliance and the maintenance of proper documentation in preparation for the audit. The audit will verify the accuracy of the school's financial statements, attendance, enrollment, and accounting practices and review the school's internal controls. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Ingenium Schools Finance Committee. The Finance Committee will review any audit recommendations or deficiencies and report to the corporation's governing board and CUSD their plan for resolving deficiencies. The board will report to CUSD regarding how the exceptions and deficiencies have been or will be resolved. Exceptions/deficiencies will be resolved to the satisfaction of CUSD.

Qued Charter Elementary School will submit its annual audit to the State Controller, COE, CDE and CUSD BY December 15<sup>th</sup> of each year.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

In addition, Qued Charter Elementary School will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes outlined in Element II using the assessment instruments and techniques listed in Element III.
- A summary of major decisions and policies established by the organization's governing board during the year.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

Qued Charter Elementary School shall promptly respond to all reasonable inquiries and requests for documents from the District and shall consult with the District regarding any inquiries. Furthermore, Qued Charter Elementary School will provide any financial information requested by the District and make its books available to the District during any business day upon request or within 24 hours. In addition all legally required financial reports will be submitted to CUSD in the format required by CUSD within timeframes specified by the law or CUSD each year.

### **CLOSURE PROTOCOL**

The following procedures shall apply in the event the School closes. The following procedures apply regardless of the reason for closure.

The decision to close the school shall be documented by an official action of the governing board of the Compton Unified School District Qued Charter Elementary School. This action will identify the reason for the school's closure

The Board will promptly notify the District of the closure and of the effective date of the closure.

Parents and students of the school will be notified in writing as soon as possible of the closure. Notification will include information on assistance in transferring the students to another appropriate school and a process for the transfer of student records.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. §1232g. QCES will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure.

As soon as reasonably practical, the Charter School will prepare final financial records. QCES will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. QCES will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by Ingenium Schools, a nonprofit public benefit corporation, the Ingenium Schools Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

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**ELEMENT VIII: IMPACT ON THE CHARTER AUTHORIZER**

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Qued Charter Elementary School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Qued Charter Elementary School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, Qued Charter Elementary School and CUSD shall enter into a memorandum of understanding, wherein Charter School shall indemnify District for the actions of the Charter School under this charter.

The corporate bylaws of Charter School shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

See the Insurance section in Element VII above for the insurance amounts and types to be secured by Qued Charter Elementary School, evidence of insurance, and hold harmless/indemnification provisions. See Appendix X, Liability Protection for Charter School Authorizers, for an opinion letter from the law offices of Spector, Middleton, Young & Minney, LLP concerning the protection of a charter authorizer from the debts and obligations of one of its charter schools

QCES Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**CONCLUSION**

By approving this charter, Compton Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term to begin operation in September 2008.

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**APPENDIX A:  
PARENT SIGNATURES**

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**APPENDIX B:  
SCHOOL CALENDAR**

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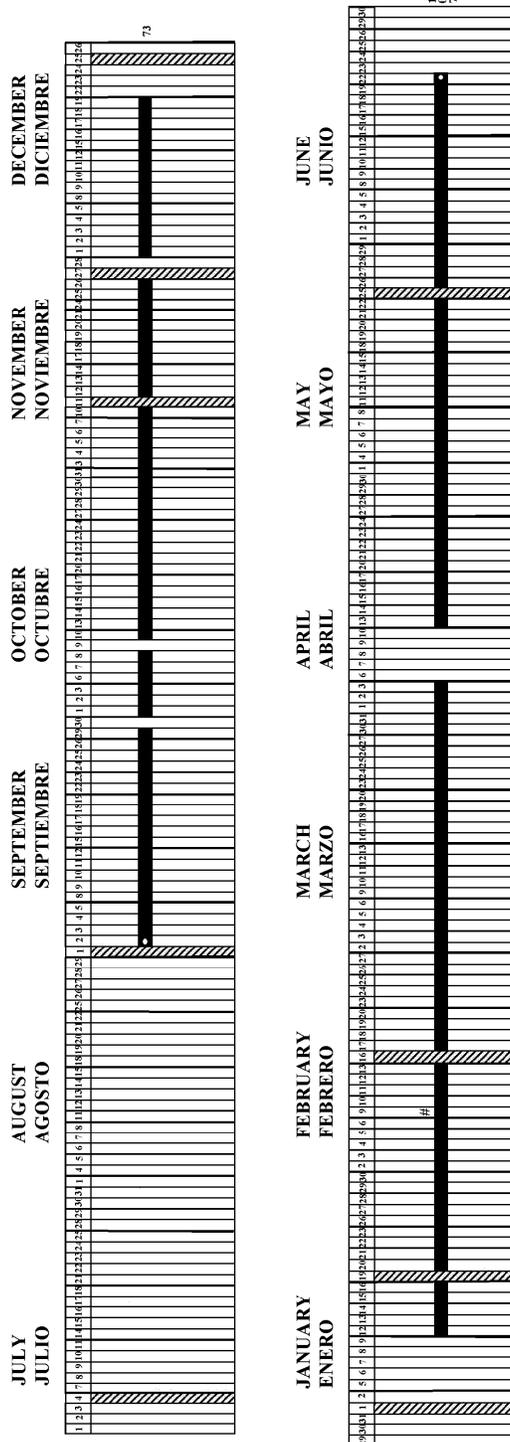


LOS ANGELES UNIFIED SCHOOL DISTRICT  
 DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

HOLIDAY  
 DIA DE FIESTA  
 DRAFT  
 REVISED  
 9-20-2007

- Pupil Free Days  
 Tuesday, Sept. 2, 2008  
 Monday, June 22, 2009
- \* If a school selects Monday,  
 February 9, 2009 as a Pupil  
 Free Day, then Monday,  
 June 22, 2009 becomes an  
 Instructional Day

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2008-2009  
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



**IMPORTANT DATES:**

09-01-2008	Labor Day	11-27 & 11-28-2008	Thanksgiving Holiday	04-06 thru 04-10-2009	Spring Recess
09-02-2008	Pupil Free Day	12-22-2008 thru 01-09-2009	Winter Recess	05-25-2009	Memorial Day Observed
09-03-2008	First Day of Instruction	01-19-2009	Dr. Martin L. King, Jr.'s Birthday Observed	06-19-2009	Last Day of Instruction
09-30 and 10-09-2008	Unassigned Days	# 02-09-2009	Second Semester Begins	* 06-22-2009	Pupil Free Day
11-11-2008	Veterans Day	02-16-2009	Presidents' Day		

Planning, Assessment, & Research

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**APPENDIX C:  
FULL CURRICULUM FOR ONE GRADE LEVEL**

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Following is the full curriculum for the third grade at Qued Charter Elementary School.

## Grade Three Language Arts

### READING

#### 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### *Decoding and Word Recognition*

1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

1.2 Decode regular multisyllabic words.

1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

##### *Vocabulary and Concept Development*

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).

1.6 Use sentence and word context to find the meaning of unknown words.

1.7 Use a dictionary to learn the meaning and other features of unknown words.

1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis -, dis -) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

#### 2.0 READING COMPREHENSION

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and

## QUED CHARTER ELEMENTARY SCHOOL PETITION

contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

### *Structural Features of Informational Materials*

2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

## 3.0 LITERARY RESPONSE AND ANALYSIS

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

### *Structural Features of Literature*

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

### *Narrative Analysis of Grade-Level-Appropriate Text*

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

3.6 Identify the speaker or narrator in a selection.

### **WRITING**

#### 1.0 WRITING STRATEGIES

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

##### *Organization and Focus*

1.1 Create a single paragraph:

- a. Develop a topic sentence.
- b. Include simple supporting facts and details.

##### *Penmanship*

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

##### *Research*

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

##### *Evaluation and Revision*

1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

#### 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. Provide a context within which an action takes place.
- b. Include well-chosen details to develop the plot.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:

a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.

b. Include the date, proper salutation, body, closing, and signature.

### **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

#### 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

Students write and speak with a command of standard English conventions appropriate to this grade level.

##### *Sentence Structure*

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

##### *Grammar*

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

##### *Punctuation*

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

##### *Capitalization*

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

*Spelling*

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

1.9 Arrange words in alphabetic order.

**LISTENING AND SPEAKING**

1.0 LISTENING AND SPEAKING STRATEGIES

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

*Comprehension*

1.1 Retell, paraphrase, and explain what has been said by a speaker.

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

1.3 Respond to questions with appropriate elaboration.

1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

*Organization and Delivery of Oral Communication*

1.5 Organize ideas chronologically or around major points of information.

1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

*Analysis and Evaluation of Oral and Media Communications*

1.10 Compare ideas and points of view expressed in broadcast and print media.

1.11 Distinguish between the speaker's opinions and verifiable facts.

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

2.1 Make brief narrative presentations:

- a. Provide a context for an incident that is the subject of the presentation.
- b. Provide insight into why the selected incident is memorable.

## Grade Three Mathematics

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

### NUMBER SENSE

1.0 Students understand the place value of whole numbers:

1.1 Count, read, and write whole numbers to 10,000.

1.2 Compare and order whole numbers to 10,000.

1.3 Identify the place value for each digit in numbers to 10,000.

1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

1.5 Use expanded notation to represent numbers (e.g.,  $3,206 = 3,000 + 200 + 6$ ).

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

2.1 Find the sum or difference of two whole numbers between 0 and 10,000.

2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.

2.3 Use the inverse relationship of multiplication and division to compute and check results.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ( $3,671 \times 3 = \underline{\quad}$ ).

2.5 Solve division problems in which a multi-digit number is evenly divided by a one-digit number ( $135 \div 5 = \underline{\quad}$ ).

2.6 Understand the special properties of 0 and 1 in multiplication and division.

2.7 Determine the unit cost when given the total cost and number of units.

2.8 Solve problems that require two or more of the skills mentioned above.

3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:

3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g.,  $1 \frac{1}{2}$  of a pizza is the same amount as  $2 \frac{1}{4}$  of another pizza that is the same size; show that  $3 \frac{1}{8}$  is larger than  $1 \frac{1}{4}$ ).

3.2 Add and subtract simple fractions (e.g., determine that  $1 \frac{1}{8} + 3 \frac{1}{8}$  is the same as  $1 \frac{1}{2}$ ).

3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is  $1 \frac{1}{2}$  of a dollar, 75 cents is  $3 \frac{1}{4}$  of a dollar).

### **ALGEBRA AND FUNCTIONS**

1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:

1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.

1.2 Solve problems involving numeric equations or inequalities.

1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if  $4 \underline{\quad} 3 = 12$ , what operational symbol goes in the blank?).

1.4 Express simple unit conversions in symbolic form (e.g.,  $\underline{\quad}$  inches =  $\underline{\quad}$  feet  $\div 12$ ).

1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if  $5 \times 7 = 35$ , then what is  $7 \times 5$ ? and if  $5 \times 7 \times 3 = 105$ , then what is  $7 \times 3 \times 5$ ?).

2.0 Students represent simple functional relationships:

## QUED CHARTER ELEMENTARY SCHOOL PETITION

2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

### **MEASUREMENT AND GEOMETRY**

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

1.3 Find the perimeter of a polygon with integer sides.

1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:

2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).

2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).

2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).

2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.

2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).

2.6 Identify common solid objects that are the components needed to make a more complex solid object.

### **STATISTICS, DATA ANALYSIS, AND PROBABILITY**

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

## QUED CHARTER ELEMENTARY SCHOOL PETITION

1.1 Identify whether common events are certain, likely, unlikely, or improbable.

1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.

1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).

1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

### **MATHEMATICAL REASONING**

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.6 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and apply them in other circumstances.

## Grade Three History/Social Science

### CONTINUITY AND CHANGE

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.

2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).

3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.

4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).

4. Understand the three branches of government, with an emphasis on local government.

5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.

6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.

3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

4. Discuss the relationship of students' "work" in school and their personal human capital.

## Grade Three Science

**PHYSICAL SCIENCES**

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know energy comes from the Sun to Earth in the form of light.
- b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.
- c. Students know machines and living things convert stored energy to motion and heat.
- d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.
- e. Students know matter has three forms: solid, liquid, and gas.
- f. Students know evaporation and melting are changes that occur when the objects are heated.
- g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
- h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.
- i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

2. Light has a source and travels in a direction. As a basis for understanding this concept:

- a. Students know sunlight can be blocked to create shadows.
- b. Students know light is reflected from mirrors and other surfaces.
- c. Students know the color of light striking an object affects the way the object is seen.
- d. Students know an object is seen when light traveling from the object enters the eye.

**LIFE SCIENCES**

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

### **EARTH SCIENCES**

4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:

a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.

b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.

c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.

d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.

e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

### **INVESTIGATION AND EXPERIMENTATION**

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.

b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

QUED CHARTER ELEMENTARY SCHOOL PETITION

- c. Use numerical data in describing and comparing objects, events, and measurements.
- d. Predict the outcome of a simple investigation and compare the result with the prediction.
- e. Collect data in an investigation and analyze those data to develop a logical conclusion.

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**APPENDIX D:  
SAMPLE LESSON PLANS**

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# PRACTICE ASKING QUESTIONS ABOUT TEXT AND MAKING PREDICTIONS

## Kindergarten

**Objective:** Students will practice asking questions about text and using pictures and context clues to make predictions about story content.

**Standards:**

### Reading Comprehension

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information in texts.
- 2.4 Ask and answer about essential elements of a text.

### Literary Response and Analysis

- 3.3 Identify characters, settings, and important events.

**Anticipatory Set:** Teacher shows students the book, *Annabelle Swift, Kindergarten*, reads the title and shows them the first few pages. “Do you have any idea what this story is about from just looking at the first pictures?” Teacher reminds the students that good readers often browse before they read to get an idea of what the story is about.

**Purpose:** “Remember that an important purpose for reading is to find out information. Listen carefully to find out if Lucy has good advice for Annabelle.”

**Input:** “This week we will read *Annabelle Swift, Kindergarten*. We will make predictions about what we think will happen to Annabelle. Next week we will read the story again and see if our predictions were correct.”

**Modeling:** Teacher will read the beginning of the story and model the Comprehension Strategies of asking questions and predicting as outlined in the Open Court Reading and Responding section. Teacher will model filling in a chart to record the first prediction.

**Check for Understanding:**

The teacher asks a student to model asking questions for the class. Teacher asks, “What do we do when we predict what will happen?”

**Guided Practice:** Teacher will read the story helping children ask questions and make predictions. As predictions are made, teacher will chart them on sentence strips. On the second reading, teacher will guide students in confirming their predictions. Students will place a happy face on predictions confirmed and an unhappy face on predictions not confirmed.

**Independent Practice:**

Students will tell the teacher and aide what they thought would happen to them as they prepared to begin Kindergarten this year. Teacher will write what they had predicted would happen to them and what happened. Students will place a happy face on confirmed predictions and an unhappy face on non-confirmed predictions.

**Closure:**

Students will compare their first day of Kindergarten with Annabelle’s.

# PRACTICE CONSTRUCTING AN INFORMATION MAP

First Grade

**Objective:** Students will construct an information map or maps about animals.

**Standards:**

**READING COMPREHENSION**

- 2.2 Respond to who, what, when, where, and how questions.
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

**Anticipatory Set:** “Would you like to be the author of your very own information book answering your questions about your favorite animal?”

**Purpose:** “We will read a selection and learn more about raccoons.” Teacher will invite students to supply questions about raccoons they want to have answered. The teacher will chart questions and tell students that they will return to these questions after reading the selection.

**Input:** “We will be using an information map to answer questions about animals. We will write the name of the animals in a large box and write facts about the animals in smaller boxes.” The teacher will draw a rectangular box on the chalkboard with spokes coming out of the bottom and draw three or four smaller boxes beneath it.

**Modeling:** “This week we will read a selection about raccoons in our *Open Court Big Book, Animals*. When we finish the selection, we will complete our information map on raccoons.”

**Check for Understanding:**

Teacher will ask students what kinds of information they will write on the information map. Students will understand that the large box has the name of the animal and the small boxes have the facts about the animal.

**Guided Practice:**

The teacher reads the selection modeling *Asking Questions* Comprehension Strategies. The teacher leads students in a discussion of the selection and reviews the questions the children had and asks which questions were answered as the children read the selection. The teacher will ask students what the selection was about and write the answer (baby raccoons or how babies find food) in the big box. The teacher will then ask for details and write them in the small boxes.

**Independent Practice:**

Students will write the information map on raccoons in their Writing Journals. Teacher will tell students that their mission is to construct an information map about an animal they choose after they have answered questions about the animal.

**Closure:**

Students will share their information map with a partner.

# PRACTICE RECOGNIZING CAUSE AND EFFECT RELATIONSHIPS IN A TEXT

## Second Grade

**Objective:** Students will recognize cause and effect relationships in a text.

**Standards:**

- 2.4 Ask clarifying questions about essential textual elements of exposition.
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.

**ANTICIPATORY SET: TEACHER ASKS, “WHEN THE BELL RINGS FOR RECESS, WHAT DO WE DO? YES, WE LINE UP. WHY DID WE LINE UP AT THAT TIME? YES, WE LINED UP BECAUSE THE BELL RANG.”**

**Purpose:** Teacher will remind students that a cause makes something happen. What happens in an effect? “Lining up to go to recess is the effect and the bell ringing was the cause.”

**Input:** We will review our *Open Court* expository article, *What Color is Camouflage*, today and practice identifying things that happen and what makes them happen.

**Modeling:** “This week when we read *What Color is Camouflage?*, we looked at facts and details to clarify and answer some of our questions.” Using a Cause and Effect graphic organizer, teacher models writing the cause and effect for the bell ringing and lining up for recess. The teacher gives the example, “A mother cat meows and her kittens come running. Her meow causes the kitten to come running, which is the effect.” Teacher fills in information on the chart.

**Check For Understanding:**

The teacher asks the students to give examples of something happening and what causes it to happen. Students can identify where to chart the action and what causes it to happen.

**Guided Practice:**

The teacher will guide students through cause and effect practice in the comprehension skills section of the teacher guide to Open Court. Using the graphic organizer, teacher continues to chart responses.

**Independent Practice:**

Students will complete the practice section for Cause and Effect in their Reading and Writing Workbooks.

**Closure:**

Students will write their own sentence that shows a cause and effect. They will draw an illustration for the picture.

Practice Identifying Story Elements Using a Lotus Diagram  
3<sup>rd</sup> Grade

**Objective:** Students will practice identifying story elements using a Lotus Diagram.

**Standards:**

Reading Comprehension

- 2.6 Demonstrate comprehension by identifying answers in the Text.
- 2.7 Extract appropriate and significant information from the Text, including problems and solutions.

Literary Response and Analysis

- 3.2 Comprehend basic plots of classic fairy tales, myths, folk-tales, legends and fables from around the world.
- 3.3 Determine what characters are like by what they say or do and by how the author portrays them.
- 3.4 Determine the underlying theme or author's message in a fictional text.

**Anticipatory Set:** Teacher asks students: "Can you remember the Elements of a story that we try to identify whenever we read a story?"

**Purpose:** "We will be reviewing these today and practicing identifying them in a story."

**Input:** "We will be using a Lotus Diagram to write down all of our information. We will write about the characters, setting, problem and solution, the beginning, middle and ending of the story, and theme."

**Modeling:** "This week we read the story Cinderella in our Open Court book. Let's talk about the story elements for that book and write them on the Lotus Diagram on the board." The teacher models for the box about the characters and the setting, listing information from the story in each box.

**Check for Understanding:**

The teacher asks the students what kind of information they will write on the Lotus Diagram. Students will understand that each box is like

<b>Characters</b>	<b>Setting</b>	<b>Problem</b>

a question about the story and they must answer it with details from the story.

**Guided Practice:**

The teacher asks the students to come up to the board and help fill in the rest of the boxes on the Lotus Diagram for each part of the story.

**Independent Practice:**

Students are given another short fairy tale to read independently. They fill out the Lotus Diagram based on the elements of the story.

**Closure:**

“Each person in your group will share a different element of the story at your table.” Number the students and have all the 1’s share a certain element, all the 2’s share a certain element, etc.

QUED CHARTER ELEMENTARY SCHOOL PETITION

<b>Solution</b>	<b>Story Elements for</b> <hr/>	<b>Beginning</b>
<b>Middle</b>	<b>End</b>	<b>Theme</b>

**PRACTICE WRITING SUMMARIES OF A  
READING SELECTION  
Fourth Grade**

**Objective:**

Students will write summaries of a reading selection focusing on the main idea and most significant details using a Lotus Diagram for reference.

**Standards:**

**Literary Response and Analysis**

3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

**Writing Applications**

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

**Anticipatory Set:**

"Do you remember how to identify main ideas and supporting details in a story?"

**Purpose:**

"We will use information from the Lotus Diagram we completed on the Sarah Plain and Tall in our OCR Book to write summaries focusing on main ideas and most significant details."

**Input:**

"As we review Sarah Plain and Tall and the information on our Lotus Diagram, we will identify the main events of the past, their causes and the influence of each event to help us write our summaries."

**Modeling:**

At the beginning of our story Caleb questions Anna about his mother. Many things are said in this conversation and some things Anna thinks but does not say. Teacher models by charting the event and details explaining that we will look back at each event in the story and the details of the event.

**Check for Understanding:**

## QUED CHARTER ELEMENTARY SCHOOL PETITION

The teacher asks the student what kind of information they will chart to prepare for the writing of their summaries. Students will understand that each major event will have its specific details as they progress through the story. These events and their causes influence future events.

### **Guided Practice:**

Students work in small groups of four reading the story and developing their charts. Volunteer groups share and chart their ideas on the class chart started by the teacher.

### **Independent Practice:**

Using their Lotus Diagrams and Main Event / Details Charts, each group will write a summary of Sarah Plain and Tall.

### **Closure:**

Each group will share their summaries with the class.

## **Drivers and Preventers Lesson Plan for a Unit on the American Revolution Grade 5**

**Objective:** Students will utilize the Drivers and Preventers quality tool to demonstrate their understanding of the American Revolution and review for a test.

*Standards:*

*5.6 Students understand the course and consequences of the American Revolution.*

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

**Anticipatory Set:** Teacher asks students if it was easy for the Revolutionary Army to win the war.

**Input:**

- Class discusses the fact that there were things that helped the Revolutionary Army, but also things that worked against them.

- Teacher introduces the drivers and preventers tool, and writes the goal “Revolutionary Army winning the American Revolution” at the top of the chart.
- Teacher explains that drivers are things that helped them meet their goal of winning the war and preventers are things that worked against them.

**Modeling:**

- The teacher says, “One thing that helped the Revolutionary Army win the revolution was their victory at Valley Forge.” The teacher writes this on the side of the chart that says drivers.
- The teacher then models an example for the preventers side of the chart, such as the British invading the south and capturing Savannah, GA.

**Guided Practice:**

- The students provide examples to add to the chart and the teacher asks the class which side of the chart they belong on.
- The students work in groups to complete their own Drivers and Preventers chart. They can use their books as a resource.

**Check for Understanding:**

- The teacher checks in with each group to see that their ideas are on target and that they understand the concept of Drivers and Preventers.
- Using a round robin method each group will share out ideas to add to the classroom chart until all ideas have been shared.

**Independent Practice:**

- Students are given another Drivers and Preventers Chart that has the goal “The British beating the Revolutionary Army” written at the top of the chart. The teacher explains that looking at the war from the opposite perspective also helps to identify key battles and things that affected the war.
- Students begin this chart in class and complete it independently for homework.

**Closure:**

QUED CHARTER ELEMENTARY SCHOOL PETITION

- Share with your partner something that you learned today that you feel you need to remember for the test.

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**APPENDIX E:  
EMPLOYMENT AGREEMENT**

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**EMPLOYMENT AGREEMENT FOR:**

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**Teacher**  
**Between**  
Qued Charter Elementary School

**And**  
**[Employee]**

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THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Board of Trustees (“Board”) of Ingenium Schools, the governing board for Qued Charter Elementary School, a California public charter school approved by the Compton Unified School District. The Ingenium Schools Board desires to hire employees who will assist Qued Charter Elementary School’s Principal in achieving the goals and meeting the requirements of Qued Charter Elementary School’s charter. The parties recognize that Qued Charter Elementary School is not governed by the provisions of the California Education Code except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting the Principal in implementing the purposes, policies, and procedures of Qued Charter Elementary School.

WHEREAS, Qued Charter Elementary School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

*A. Statutory Provisions Relating to Charter School Employment*

1. Qued Charter Elementary School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code §47600, *et seq.* Qued Charter Elementary School has been duly approved by the Compton Unified School District Board. A copy of Qued Charter Elementary School’s charter is attached hereto and fully incorporated by reference herein.
2. Pursuant to Education Code §47604, Qued Charter Elementary School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Qued Charter Elementary School is considered a separate legal entity from the Compton Unified School District Board, which granted the charter. The Compton Unified School District Board shall not be liable for any debts and obligations of Qued Charter Elementary School, and the employee signing below expressly recognizes that he/she is being employed by Qued Charter Elementary School and not the Compton Unified School District Board.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

3. Pursuant to Education Code §47610, Qued Charter Elementary School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code §47610.
4. Qued Charter Elementary School shall be deemed the exclusive public school employer of the employees at Qued Charter Elementary School for purposes of Government Code §3540.1.

### *B. Employment Terms And Conditions*

#### 1. DUTIES

Employee will perform such duties as Qued Charter Elementary School may reasonably assign and Employee will abide by all Qued Charter Elementary School's policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of Qued Charter Elementary School's charter.

The employee will as a **Teacher** with the following general duties: **Mathematics Teacher**. These duties may be amended from time to time in the sole discretion of Qued Charter Elementary School.

#### 2. WORK SCHEDULE

The work schedule for this position shall be:

*Weekly work hours: 7:45-4:00*

*Start/End Dates: 8/1/08 - 6/30/09*

#### Full or Part-Time: **Full Time**

Work days for the Employee shall be consistent with the applicable calendar of work days for this position for an indefinite term until terminated in accordance with the provisions of this Agreement. Employment is at-will as specified in Section [C] below.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Qued Charter Elementary School.

#### 3. COMPENSATION

The total compensation for the term of the contract will be **\$45,000** on an annualized basis, paid in either 10 or 12 monthly installments.

#### 4. EMPLOYEE BENEFITS

Employee will be entitled to participate in designated employee benefit programs and plans established by Qued Charter Elementary School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Qued Charter Elementary School.

#### 5. EMPLOYEE RIGHTS

Employment rights and benefits for employment at Qued Charter Elementary School shall only be as specified in this Employment Agreement, Qued Charter Elementary School's charter,

## QUED CHARTER ELEMENTARY SCHOOL PETITION

the Charter Schools Act and Qued Charter Elementary School's personnel policies, which from time to time may be amended and modified by Qued Charter Elementary School. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with the Qued Charter Elementary School.

### 6. LICENSURE

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials.

### 7. CHILD ABUSE REPORTING

California Penal Code §11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a childcare custodian and is certifying that he or she has knowledge of California Penal Code §11166 and will comply with its provisions.

### C. *Employment At-Will*

Qued Charter Elementary School may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at Qued Charter Elementary School's sole and unreviewable discretion. Either party may immediately terminate this Agreement and Qued Charter Elementary School's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of Qued Charter Elementary School. No one other than the Board of Ingenium Schools has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of Ingenium Schools and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, Qued Charter Elementary School may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with Qued Charter Elementary School's policy on Evaluation/Reviews.

### D. *General Provisions*

#### 1. WAIVER OF BREACH

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

#### 2. ASSIGNMENT

## QUED CHARTER ELEMENTARY SCHOOL PETITION

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

### 3. GOVERNING LAW

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

### 4. PARTIAL INVALIDITY

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

QUED CHARTER ELEMENTARY SCHOOL PETITION

*E. Acceptance of Employment*

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Qued Charter Elementary School on the terms specified herein.
2. All information I have provided to Qued Charter Elementary School related to my employment is true and accurate.
3. A copy of the charter is attached hereto.
4. This is the entire agreement between Qued Charter Elementary School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

*Employee Signature:* \_\_\_\_\_

**Date:** \_\_\_\_\_

*Address:* \_\_\_\_\_

Telephone: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Qued Charter Elementary School Approval:

Dated: \_\_\_\_\_

\_\_\_\_\_  
Authorized Qued Charter Elementary School Representative

*This Employment Agreement is subject to ratification and approval by the Governing Board of Ingenuity Schools.*

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**APPENDIX F:  
SAFETY PLAN**

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**Qued Charter Elementary  
School  
SAFETY PLAN**

# QUED CHARTER ELEMENTARY SCHOOL PETITION

## STATEMENT OF PURPOSE

Qued Charter Elementary School is committed to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

- Staffing
- General Policies and Procedures for Handling Safety and Specific Emergency Situations
- Drugs, Alcohol and Tobacco
- Child Abuse Reporting
- Campus "Coming and Going"
- Harassment Policy

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

## STAFFING

### A. EMPLOYEE PREPAREDNESS

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

### B. EMPLOYEE RESPONSIBILITIES

At the beginning of each school year, all instructional and non-instructional staff will be asked by Qued Charter Elementary School (“School”) Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency situation.

The Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system’s signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

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C. EMPLOYEE/STUDENT SPECIAL NEEDS

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

D. EMERGENCY ON-SITE PERSONNEL

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

E. NOTIFICATION LIST

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

**Personnel Emergency Telephone Number List**

	Ext. #	Home #	Mobile #
Principal			
Office Manager			
Emergency or Safety Designee			
Teachers with CPR or First Aid (list by name):			

**Outside Emergency Telephone Number List**

	Ext. #	Telephone #
Police Dept.	911	
Ambulance	911	
Sheriff's Dept.	911	
Fire Dept.	911	
Hazardous Materials	911	
Others:		

**GENERAL POLICIES AND PROCEDURES FOR HANDLING SAFETY AND SPECIFIC EMERGENCY SITUATIONS**

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

- Protect the safety and welfare of students and staff;
- Provide for a safe and coordinated response to emergency situations;
- Protect the school's facilities and property;

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- Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
- Provide for interface and coordination between the school and local authorities and resources.

### A. EMERGENCIES

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the Principal, or his/her designee.

#### *Fire*

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
  - School name and phone number.
  - Building address, including nearest cross street(s).
  - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

#### *Medical Emergency*

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

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Medical emergencies involving any student or employee must be reported to the Principal, or his/her designee. Dial 911 or direct someone to do so. Provide the following information:

- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.

Do not hang up until advised to do so by dispatcher. Then, take the following actions.

- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

### *Earthquakes*

Earthquakes strike without warning and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the Principal, or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to the Principal, or his/her designee.
- Stay alert for aftershocks.
- Be aware that shaking may activate fire alarm or sprinkler systems.

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- Elevators and stairways will need to be inspected for damage before they can be used.
- The School principal, or his/her designee, will issue further instructions.

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

### *Assaults*

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the Principal, or his/her designee. The Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the Principal, or his/her designee.

The Principal or his/her designee will submit incident report to the local law enforcement if incident is serious.

### *Hazardous Materials*

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
  - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
  - Provide the following:
    - School name.
    - Building address, including nearest cross street(s).
    - Your name and phone number.
    - Location of the spill and/or materials released.
    - Characteristics of spill (colors, smells, visible gases).
    - Name of substance, if known.

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- Injuries, if any.
- Notify buildings and grounds personnel.
- Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

The Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

### *Civil Disturbance*

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

### *Vandalism*

The following procedures should be used in the case of school vandalism:

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.

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- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the Principal or his/her designee.
- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement). See Disciplinary, Suspension & Expulsion Policy.
- Determine any monetary restitution issues and amounts.

### *Utility or Power Failure*

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

### *Bomb Threat*

Person receiving call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.
- The Principal or his/her designee will:
  - Notify Police Department – Dial 911.
  - With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:

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- Classrooms and work areas.
  - Public areas - foyers, office bathrooms and stairwells.
  - Lockers and unlocked closets.
  - Exterior areas—shrubbery, trashcans, debris boxes, gas valves, etc.
  - Power sources—electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
  - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The Principal, or his/her designee, must grant approval for student release.
  - An incident report should be drafted before the end of the workweek.

### *Explosion*

If an explosion occurs at the school, the following procedures should be used:

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
  - School name.
  - Building address, including nearest cross street(s).
  - Exact location within the building.
  - Your name and phone number.
- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

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### *Fighting or Riot*

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can “cool down” instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
- Staff should follow these guidelines when a riot occurs:
  - The Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
  - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
  - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
  - Activate needed emergency plans, which may include:
    - Instructing office staff to handle communications and initiate lock-down orders.
    - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
    - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
    - Brief a representative to meet the media.
    - Assign staff to a pre-designated medical treatment/triage facility.

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### *Hostage Situation*

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.
- The Principal or his/her designee should be responsible for the following:
  - Immediately notify law enforcement.
  - Move other students and teachers completely away from those who are in the hostage situation.
  - Keep everyone as calm as possible.
  - Be prepared to answer questions from media or family.

### *Death of a Student*

By far the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth,

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allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.

- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

### *Intruder or Individual With Deadly Weapon*

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- The Principal or his/her designee should follow these guidelines:
  - Notify law enforcement immediately.
  - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
  - Determine the level of threat. If the level of threat is high, call for additional backup.
  - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
  - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

## B. EVACUATION

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

- The Principal or his/her designee should:
  - Notify the school district office, county official or designee.
  - Notify local law enforcement authorities.
  - Notify school transportation support.
  - Note the special needs of students or staff.
  - Direct clerical staff to take schools master enrollment list.

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- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.
- School staff should:
  - Plan to evacuate his/her class and ride the bus or walk as situation dictates.
  - Take a copy of class enrollment list.
  - Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
  - Notify the Principal or his/her designee of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurse or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate crisis intervention team to deal with any emotional trauma.
- Provide area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

### C. FLOOR PLAN

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site.

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

### D. FIRE DRILLS

The school shall conduct fire drills on a quarterly basis to prepare for possible evacuation in case of an emergency. The Principal, or his/her designee, will specify the date and time of fire drills.

Fire drills will be conducted on a monthly basis. Earthquake "drop and cover" drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

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### E. ANNUAL INSPECTIONS

The Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance is proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Laboratory/Shop
- Cafeteria/Auditorium (use for all assembly areas)
- Kitchen
- Office (also used for conference rooms)
- Teacher's Workroom and Employee Lounge
- Toilet
- Custodial
- Boiler Room
- Storage Room (also use for File Rooms)
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Classroom 14, Room 7; second floor women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the Principal, or his/her designee, of problems that cannot be corrected by site staff.

### F. PARENTAL NOTIFICATION

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

In the event of an parents/guardians should keep radios tuned to the local radio station for advisory information. Parents should not call the school because we must have the lines open for emergency calls.

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### G. CLASSROOM SAFETY KITS

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

Blankets	Paper Towels	Candles	Wet Ones
Matches	Batteries	Pillows	Bottled Water
Radio (battery operated)	Flashlights	Sheets	

Suggested first aid items:

Hydrogen Peroxide	Gauze	Tweezers	Iodine	Alcohol
Assorted Band Aids	Sterile Water (for burns)	Tape	Scissors	Instant Ice Packs
Bandages	Package of Sewing Needles	Ace Bandages	Steri-strips or butterfly stitches	Current first aid book
Slings	Anti-bacterial salve	Disposable gloves	Face masks	CPR (disposable mouthpieces)

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

### H. SCHOOL SAFETY MANAGEMENT TEAM

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

### I. GUIDELINES FOR HANDLING THE MEDIA

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.

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- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

### J. DRUGS, ALCOHOL AND TOBACCO

The use or possession of drugs, alcohol, or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The Principal, or his/her designee, should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See School Disciplinary, Suspension & Expulsion Policy.
- Determine what intervention or follow-up procedures are necessary including counseling.

### K. CHILD ABUSE REPORTING

Child abuse shall be reported in compliance with the procedures set forth in the school's Personnel Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

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### L. CAMPUS “COMING AND GOING”

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

- Always report and sign in at the office.
- Be provided with a visitor’s badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.
- School personnel should:
  - Ensure all exterior doors are marked with a notice to visitors to first report to the office.
  - Exterior doors should remain locked, except doors near the office area.
  - Staff should receive training on how to greet visitors. The first question is “May I help you?”
  - Someone should greet every visitor.

Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor’s badge or lacking visible identification stating who they are, i.e., school employee.)

Visitors who fail to comply with school procedures: should verbally be informed they are in violation of school policy. (Example - “Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.”). If this fails:

- Notify the office of the situation.
- Follow the person, if possible, and continue to give notice of the violation of school rules.
- Police should be notified, or call 911.
- Office should activate building-wide notification plan concerning intruder:
- PA announcement using pre-determined code phrase.
- Classroom doors should be closed.
- Students should remain in current areas.

### M. NOTIFYING TEACHERS OF DANGEROUS PUPILS

The Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code §48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a student described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and

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that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### N. HARASSMENT AND DISCRIMINATION

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the Personnel Handbook.

If harassment or discrimination occurs, school staff should:

- Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where a threat of serious bodily injury and/or weapons are involved, call 911.
- Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
- Document the incident, including the names of witnesses and any statements.
- Give incident reports to the Principal, or his/her designee, as soon as possible.

The Principal, or his/her designee, should:

- Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
- Identify the parties involved.
- Seek written documentation from witnesses.
- Determine disciplinary consequences. See Personnel Handbook; and Disciplinary, Suspension & Expulsion Policy.
- Determine what intervention or follow-up is necessary, including referral to a school counselor, psychologist, or local law enforcement.
- Notify parents or legal guardian and appropriate school personnel of incident.

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- Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

### O. SCHOOL DISCIPLINE

Discipline will be handled as set forth in the Disciplinary, Suspension & Expulsion Policy.

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**Acknowledgement of Receipt of Safety Plan**

I understand and agree that I will read and comply with the Safety Plan for Qued Charter Elementary School.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

**APPENDIX G:  
STUDENT REGISTRATION FORM**

---

Qued Charter Elementary School  
New Student Registration Form  
2007-2008

<b>Office Use Only</b>	
Entry Date	___ / ___ / ___
State ID#	_____
District ID	_____

*Student Information*

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ Apt#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (     )     -

Student's Date of Birth: (mm/dd/yyyy)     /     /

Student's gender: (Check one only)      F= Female      M= Male

Student is applying for grade: (Check one only)

- 0 = Kindergarten    1 = 1<sup>st</sup> Grade    2 = 2<sup>nd</sup> Grade    3 = 3<sup>rd</sup> Grade
- 4 = 4<sup>th</sup> Grade    5 = 5<sup>th</sup> Grade    6 = 6<sup>th</sup> Grade

This is the \_\_\_\_\_ time the student has ever entered this grade level (check one only).

- 1 = First Time    2 = Second Time    3 = Third Time

The California State Department of Education requires schools to report the following information for students who participate in the Standardized Testing and Reporting Program also known as the STAR testing program. In addition, we are required to report this information as a condition of a major grant we have received. Please assist us by completing the following information so that we may provide the California State Department of Education and our grant donor with the most accurate information possible.

Be assured that this information will be kept confidential.

Student's Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):

- Cherokee    Chippewa    Choctaw    Navajo    Pueblo
- Sioux    Other: \_\_\_\_\_

0999 = Asian (Please specify)

- Asian Indian    Chinese    Filipino    Japanese    Korean

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Vietnamese  Other : \_\_\_\_\_

1000 = Black or African American *(Please specify if known)*

Other: \_\_\_\_\_

1001 = Hawaiian or other Pacific Islander *(Please specify)*

Guamanian  Hawaiian  Samoan  Other: \_\_\_\_\_

2304 = Hispanic or Latino *(Please specify):*

Argentinean  Colombian  Cuban  Dominican  Mexican Amer.  
 Nicaraguan  Puerto Rican  Salvadoran  Spaniard  Other: \_\_\_\_\_

1002 = White *(Please specify if known)*

Other: \_\_\_\_\_

Other Race/Ethnicity with which the student identifies. Mark all that apply.

0998 = Alaskan Native or American Indian *(Please specify):*

Cherokee  Chippewa  Choctaw  Navajo  Pueblo

Sioux  Other: \_\_\_\_\_

0999 = Asian *(Please specify)*

Asian Indian  Chinese  Filipino  Japanese  Korean

Vietnamese  Other : \_\_\_\_\_

1000 = Black or African American *(Please specify if known)*

Other: \_\_\_\_\_

1001 = Hawaiian or other Pacific Islander *(Please specify)*

Guamanian  Hawaiian  Samoan  Other: \_\_\_\_\_

2304 = Hispanic or Latino *(Please specify):*

Argentinean  Colombian  Cuban  Dominican  Mexican Amer.  
 Nicaraguan  Puerto Rican  Salvadoran  Spaniard  Other: \_\_\_\_\_

1002 = White *(Please specify if known)*

Other: \_\_\_\_\_

English Proficiency of the student: *(Check one only)*

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- 1633 = Native English Speaker     1634 = Fluent English Speaker  
 1635 = Non-English speaking     1636 = Redesignated as fluent English proficient  
 1637 = Status Unknown     2349 = Limited English proficient/English Language Learner

Primary language spoken at home (*Check one only*):

- |                                                       |                                           |                                   |                                     |                                       |
|-------------------------------------------------------|-------------------------------------------|-----------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Arabic                       | <input type="checkbox"/> French           | <input type="checkbox"/> Hindi    | <input type="checkbox"/> Persian    | <input type="checkbox"/> Spanish      |
| <input type="checkbox"/> Cantonese                    | <input type="checkbox"/> French<br>Creole | <input type="checkbox"/> Italian  | <input type="checkbox"/> Polish     | <input type="checkbox"/> Tagalog      |
| <input type="checkbox"/> Chinese (non Can-<br>tonese) | <input type="checkbox"/> German           | <input type="checkbox"/> Japanese | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Urdu         |
| <input type="checkbox"/> English                      | <input type="checkbox"/> Greek            | <input type="checkbox"/> Korean   | <input type="checkbox"/> Russian    | <input type="checkbox"/> Vietnamese   |
|                                                       |                                           |                                   |                                     | <input type="checkbox"/> Other: _____ |

Before attending this charter school, the student attended:

School Name: \_\_\_\_\_ School \_\_\_\_\_ City: \_\_\_\_\_

The school the student attended previously can be categorized as: (*Check one only*)

**Public:**

- 1821 = Public, same district  
 1822 = Public, different district in the same state  
 1823 = Public, different state

**Private:**

- 1824 = Private, non-religiously-affiliated, same district  
 1825 = Private, non-religiously-affiliated, different district, same state  
 1826 = Private, non-religiously-affiliated, different state  
 1827 = Private, religiously-affiliated, same district  
 1828 = Private, religiously-affiliated, different district, same state  
 1829 = Private, religiously-affiliated, different state

**Non-existent or Foreign:**

- 1838 = Original Entry into US school (no previous school)

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1839 = Original entry into US school (from foreign country with no schooling interruption)

1840 = Original entry into US school (from foreign country with schooling interruption.)

1830 = Located outside of the country

**Other**

1831 = Institution (example: correctional facility)

1832 = *Charter school*

1833 = Home schooling

1834 = Matriculating (in other words, passed previous school's highest grade level)

9999 = *Other*

Has the student taken a standardized test and been determined "Gifted?"  0002 = Yes

0232 = No

The questions below pertain to special services currently being received by the student at her or his present school. If you are unaware of the terms used in this box, your child is more than likely not receiving those specific services at this time, If you are unsure, you may leave this section blank and the information will be requested from the child's current school.

Has the student been classified by Special Education Services with any of the following disabilities? (*Check all that apply*)

2121 = Autistic/Autism  2122 = Deaf-blindness

2123 = Hearing impairment  2124 = Mental retardation

2125 = Multiple disabilities  2126 = Orthopedic impairment

2127 = Emotional Disturbance  2128 = Specific learning disability

2129 = Speech or language impairment  2130 = Traumatic brain injury

2131 = Visual impairment (e.g. blindness, etc...)  2132 = Other health impairment

2133 = Deafness  2134 = Developmental delay

2135 = Infants and Toddlers with disabilities  9998 = None

Does the student have an active Individual Educational Plan (IEP)?      Yes      No

Does the student need 504 accommodations Medical condition requiring modification)?

Yes      No

How far is the school from your home?      .      (*Approximate distance in miles*)

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How many times has the student’s family moved in the past 12 months?

*In the student’s home:*

Approximately how many books are there where the student resides?

- Is there a computer at home? (e.g. desktop/laptop)       0002 = Yes       0232 = No
- Is there Internet access at home?       0002 = Yes       0232 = No
- Is there a quiet place for the student to study at home?       0002 = Yes       0232 = No
- Was any adult employed for income over the past two weeks?       0002 = Yes       0232 = No

Migratory Status: Does the student’s Parent or Guardian maintain primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis?

- 1641 = Yes     1643 = No

Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status: *(Check one only)*

- F = Free lunch     FDC = Free lunch in District of Columbia
- P = Full pay     R = Reduced-price lunch
- I don’t know. *(School will gather this data.)*

Among all parents and guardians residing with the student, what is the highest level of education? *(Check one only)*

Elementary/Middle/High School	College and Beyond	Other
<input type="checkbox"/> 0789 = Pre-Kindergarten	<input type="checkbox"/> 1049 = Some college but no degree	<input type="checkbox"/> 0819 = Vocational Certificate
<input type="checkbox"/> 0805 = Kindergarten	<input type="checkbox"/> 1050 = Associate’s degree	<input type="checkbox"/> 1046 = Adult Basic Education Diploma
<input type="checkbox"/> 0790 = 1 <sup>st</sup> Grade	<input type="checkbox"/> 1051 = Bachelor/ Baccalaureate degree (BA, AB, BS, etc.)	<input type="checkbox"/> 1047 = Formal certificate or diploma (less than one yr.)
<input type="checkbox"/> 0791 = 2 <sup>nd</sup> Grade	1052 = Graduate certificate	<input type="checkbox"/> 1048 = Formal certificate or diploma (more than or equal to one year)
<input type="checkbox"/> 0792 = 3 <sup>rd</sup> Grade	<input type="checkbox"/> 1053 = First professional degree (e.g. DC, DDS, MD, DO, DVM, LLB, JD, M.Div.)	<input type="checkbox"/> 2408 = H.S.completers (e.g certificate of attendance)
<input type="checkbox"/> 0793 = 4 <sup>th</sup> Grade		<input type="checkbox"/> 2409 = H.S. equivalency
<input type="checkbox"/> 0794 = 5 <sup>th</sup> Grade		
<input type="checkbox"/> 0795 = 6 <sup>th</sup> Grade		
<input type="checkbox"/> 0796 = 7 <sup>th</sup> Grade	<input type="checkbox"/> 1054 = Master’s degree (e.g.	

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<input type="checkbox"/> 0798 = 8 <sup>th</sup> Grade	MA, MS, M.Ed, MSW, MBA.)	(e.g. GED)
<input type="checkbox"/> 0799 = 9 <sup>th</sup> Grade	<input type="checkbox"/> 1055 = Specialist's degree (e.g. ED.S)	<input type="checkbox"/> 1043 = No school completed
<input type="checkbox"/> 0800 = 10 <sup>th</sup> Grade	<input type="checkbox"/> 1056 = Post-Professional degree	<input type="checkbox"/> 9999 = Other
<input type="checkbox"/> 0801 = 11 <sup>th</sup> Grade		
<input type="checkbox"/> 1044 = H.S. diploma	<input type="checkbox"/> 1057 = Doctoral degree (e.g. Ph.D, Ed.D)	
<input type="checkbox"/> 1809 = 12 <sup>th</sup> grade, no diploma		

*Health and Immunization Records*

Requirements for entrance:

To enter or transfer into public and private elementary and secondary schools (grades kindergarten through 12), children under age 18 must have immunizations as outlined in Health and Safety code Sections 120325-120380 (formerly Sections 3380-3390); California Administrative Code, Title 17, Sections 6000-6075 (see GUIDE TO THE REQUIREMENTS OF THE CALIFORNIA SCHOOL IMMUNIZATION LAW FOR GRADES K-12). Document of these immunizations must be provided prior to the first day of school.

Allergies:

\_\_\_\_\_

Serious illness?

**Currently taking medication?**

*Release for NEWS/Media*

As a student of this charter school, your child may have the opportunity to participate in media coverage for educational purposes. These opportunities would involve activities such as quotes attributed to your child, pictures of your child in the newspaper, on television, or in productions for the school. By signing below, you authorize your child's participation in media activities for educational purposes.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*Uniforms*

By my signature below, I acknowledge that uniforms are required for all students. Information will be provided to parents from the selected vendor. I accept responsibility for compliance with the school's dress code.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EMERGENCY DATA**

Primary Care Physician:

\_\_\_\_\_  
Primary Care Physician Phone Number:  
\_\_\_\_\_

Individuals the School is authorized to contact in the event of an emergency:

Name	Telephone Number
_____	_____
_____	_____
_____	_____

If the School is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

I understand that it is my responsibility to promptly inform the School of any changes regarding the information on this form.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

END of Student Information

**Parent/Guardian/Family Information**

*Parent/Guardian 1*

**First Name:** \_\_\_\_\_ **Middle:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

Address (if not the same as student address above):

\_\_\_\_\_  
Apt#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work \_\_\_\_\_

Phone: \_\_\_\_\_

Relationship to student: \_\_\_\_\_ E-mail address: \_\_\_\_\_

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**Parent/Guardian 2**

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_  
\_\_\_\_\_

Address (if not the same as student address above):

\_\_\_\_\_ Apt#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work

Phone: \_\_\_\_\_

Relationship to student: \_\_\_\_\_ E-mail address: \_\_\_\_\_

Does the student have any siblings?

Name	Age	Current School
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Emergency Contact Information**

Physician: \_\_\_\_\_ Phone #: ( \_\_\_\_\_ ) \_\_\_\_\_

Health Insurance: \_\_\_\_\_ Policy #: \_\_\_\_\_

Individuals the School is authorized to contact in the event of an emergency:

Name	Telephone Number
_____	_____
_____	_____
_____	_____

If the School is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

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I understand that it is my responsibility to promptly inform the School of any changes regarding the information on this form.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*AUTHORIZATION FOR STUDENT PICK-UPS*

The following individuals are authorized to pick up my child from school:

Name	Relationship	Contact Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**END of Parent/Guardian Information**

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**APPENDIX H:  
BUDGET**

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# QUED CHARTER ELEMENTARY SCHOOL PETITION

## BUDGET ASSUMPTIONS

### KEY REVENUE SOURCES

Principal apportionment from the State of California makes up the vast majority of Qued Charter Elementary School's revenue.

- Qued Charter Elementary School expects to enroll 320 students its first year and build to 640 students over three years.
- Average daily attendance (ADA) is projected at 95%.

The following table indicates the General and Categorical Block Grants used in the budget.

	Kindergarten – Third Grade	Fourth-Sixth Grades
General Purpose Block Grant	\$5,829	\$5,917
Categorical Block Grant	\$522	\$522

### CAPITAL SOURCES

Qued Charter Elementary School has been awarded \$405,000 Public Charter School Start-Up Grant. With this grant, Qued Charter Elementary School has adequate start-funds to open in 2008.

In addition, Ingenium Schools has applied for a line of credit from its bank, Wells Fargo.

Ingenium Schools will apply for a revolving loan as a back-up to support first year cash flow. Revolving loans are provided by the State in the amount of \$250,000 for the first year of operation. Equal repayments are deducted annually from a school's principle apportionment each year thereafter.

### MAJOR EXPENSES

- **Personnel and Benefits:** Employees and employee benefits will make up over 55% of costs at Qued Charter Elementary School. Average certificated teacher salaries will be \$45,000 in the school's first year of operations. All full time employees will be entitled to participate in a cafeteria benefit plan funded at \$450/employee/month.
- **Facilities:** Lease expense is based on the terms proposed by the Lessors.
- **Management Fee:** A fee equivalent to 3.5% of government revenues will be paid to a business services provider for administrative services.
- **Other Expenses:** Assumptions for other key expenses such as books, supplies, and other operating expenses are in line with the historical performance of other charter schools.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- **Reserve for Economic Uncertainty:** Qued Charter Elementary School will maintain a reserve for economic uncertainty equivalent to 5% of expenditures.

### MODEL SENSITIVITIES

Qued Charter Elementary School's budget is most sensitive to:

- 1) The amount of the principal apportionment.
- 2) Average Daily Attendance.
- 3) Certificated teacher salaries.
- 4) Facility costs.

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**APPENDIX I:  
A DAY IN THE LIFE OF A STUDENT**

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**A DAY IN THE LIFE OF A FOURTH GRADE STUDENT  
AT QUED CHARTER ELEMENTARY SCHOOL**

(This scenario illustrates a day in the life of Miguel Saucedo, a fictional fourth grade student at Qued Charter Elementary School.)

At 7:55, when the school bell rings, I'm sitting quietly in my seat reading *Harry Potter and the Sorcerer's Stone*. I have my pencil, homework, and Student Assessment Binder on my desk.

Janice Cota, our Class Prefect, is entering the number of students who are sitting quietly and prepared to work in the class Student Assessment Binder. When we started the year, some students arrived after the bell rang, were not reading, or did not have their materials out when the bell rang. As a class we agreed that we had to come to school on time and be prepared to learn because we were not achieving our goals and were in danger of not meeting our customer's expectations. We agreed to an action plan to get everyone to be in their seats on time and ready to go. The plan requires that Janice record the number of students each day that are ready to go when the bell rings. When we all are ready every day for one week, the whole class will get the prize that the class agreed to – a donut party. We turned in our plan to the Principal, Ms. Bakeer, and explained to her that we are working to improve our attendance and level of preparedness when we arrive at school. Ms. Bakeer had been checking our attendance data and noticed that our class was struggling to arrive on time. She asked us to keep her informed of our progress.

We have our Student Assessment Binders out because it's Monday – the day when we get the results back from our Friday assessments. Ms. Jarndyce, my teacher, has a big smile on her face, so I know we did well. Our four Row Prefects hand out our scores as the Class Prefect (Janice) posts the class results on the wall.

Our class did well on the reading assessment and we met our goal for the week in reading, but I did not make the improvement that I agreed to in the reading section of my Student Assessment Binder. I wrote an action plan in my Student Assessment Binder for what I am going to do to catch up with the rest of the class. The Plan, Do, Study, Act template in my Student Assessment Binder helped me write my action plan and my row prefect checked it. I'm going to read an extra 30 minutes a day at home and ask my older brother Carlos to help me with words I don't understand. This has been a problem for me because I sometimes get discouraged when I come across new words and stop reading. I think Carlos can help me. I am also going to use the comprehension questions that Ms. Jarndyce gave to us to use with any story that we read.

Sarah won the Accelerated Reading Award for the month. She told me she likes this school because you get recognition for academic improvement, not just for sports.

We separated into four groups. Three of them read while Ms. Jarndyce worked with the group I am in (the one with the students who did not meet their reading goals) to help us improve our reading so that we will meet customer expectations.

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Mr. Manette, the fifth grade teacher, came in for about ten minutes to tell us how well we were doing and how he was looking forward to having us next year because we are meeting his expectations for where we should be now, although he said we need to do better as a class on math. While he was with us, Ms. Jarndice was talking to a third grade class about her expectations for what they will be able to do when they enter her class next year.

In our math class, Ms. Jarndice gave us our math assessment results. I did well but the class did not. Many students cannot “Solve division problems in which a multidigit number is evenly divided by a one-digit number,” one of the standards we wanted to have mastered by now. I’m good at doing this. We worked on a class action plan for how we are going to master this standard before the next assessment. We are going to separate our class into six groups, each with a high-scoring student, to work on this standard. Ms. Jarndice is going to give us worksheets that use this standard to work on in the groups. She also is going to go around to each group to see how it is going and give tips. I’m going to be leading one of the groups as a math prefect. I love helping other people when I am successful at something and I know that they will help me when I need help with my reading.

During science time we reviewed the vocabulary words from last week. I knew all of the words except for Photosynthesis. I put my notes and the definition of this word in my homework folder to study at home tonight. Before we were allowed to go home for the day we had to fill our out agendas. We copied the standard that we learned for each subject from the board into our agenda. Part of our homework each night is to review the standards that we learned with our parents so that they understand what we are studying. Then I wrote down my assignment for each subject. I also wrote a note to begin looking for a book for my next book report. My choice is not due until Friday, but I sometimes forget to look for one and I wanted to begin early this time. Finally, I wrote a half page letter to my parents explaining how I did on my assessments last week and what my new goals and action plans are for this week. Mondays are an important day of the week for me because they help me make a plan for the rest of the week so that I know what to expect.

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**APPENDIX J:  
MAINTENANCE AND OPERATIONS PLAN**

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# Qued Charter Elementary School

## Maintenance and Operations Plan

## INTRODUCTION

A school facility is more than just buildings, equipment, and grounds that must be maintained and protected. It is an environment where learning must take place. The facilities must be conducive to learning - clean, attractive, well-lit, cool in the summer, warm in the winter, and with electrical and mechanical systems that can be relied upon.

## MANAGING THE OPERATIONS AND MAINTENANCE PROGRAM

Effective management of an operations and maintenance program involves the coordination of manpower, machinery, money, and materials. The Principal, or his designee, has overall operational responsibility for the following functions:

1. Planning - Plans are developed for short and long-range operations. These plans outline the services to be performed, how they will be performed, and the financial resources to support these services.
2. Organization - An effective maintenance team or qualified contractors must be identified to achieve the desired level of performance and deliver the required product with the least cost. This is essential in order to maximize the funds available for operations, maintenance, and repair.
3. Work Assignments - Work is assigned to the proper staff member when appropriate or contracted through outside sources when dictated by the size or complexity of the required task.
4. Evaluation - Equipment and systems are routinely evaluated for general condition, proper operation, and need for servicing or repair. Formal evaluations of each lab, classroom, and administrative area are completed twice a year by program coordinators and applicable administrative personnel. These evaluations are administered in accordance with the Safety Manual requirements and serve as an independent, third-party evaluation mechanism.

Maintenance of Instructional Equipment For purposes of maintenance planning, instructional equipment is divided into two categories:

- ✦ Technology Equipment (computers, printers, projectors, etc.); and
- ✦ Industrial Equipment (program specific such as welding equipment, machine tools, etc.)

Technology equipment is maintained by the Instructional Technology Coordinator. Industrial equipment maintenance is the responsibility of the program coordinator to which the equipment is assigned, using maintenance directives which apply to the specific equipment with assistance from manufacturers or other outside sources, when required.

## CONSERVATION OF ENERGY

The potential exists for tremendous waste of energy each year due to the misconception of some that we have unlimited resources, both natural and fiscal. Today's increasing costs

## QUED CHARTER ELEMENTARY SCHOOL PETITION

and budget restrictions should be justification enough to carefully monitor energy consumption and control the misuse of energy.

Faculty and staff are the front line of defense against energy abuse and are expected to lead the energy conservation effort. The classroom, lab, or office area for which they are responsible offers many opportunities to practice conservation measures and reduce expenditures for utilities and general building operations. A joint effort between faculty, staff, and students can lower costs while still ensuring the required services.

The following is a partial list of steps needed for efficient energy use and conservation.

### 1. General

- a. Be aware of rooms that are too cold or hot and report the condition.
- b. Report leaking faucets, water fountains, or toilets.
- c. Turn off lights when leaving the area.
- d. Keep doors and windows closed.

### 2. Heating, Ventilation, and Air Conditioning Systems

- a. Encourage all personnel to wear appropriate clothing for the season.
- b. Adjust building temperatures at night, on week-ends, and other periods of non-use.
- c. Perform regularly scheduled maintenance on time.

### 3. Electrical Systems

- a. Turn off all lights when rooms are unoccupied.
- b. Reduce lighting in storage, utility areas, and other non-essential locations.
- c. Review all general lighting levels for possible reduced illumination.
- d. Use colors that reflect light. Keep walls, ceilings, and floor surfaces clean.

### 4. Plumbing Systems

- a. Reduce temperature of general-use hot water.
- b. Repair all leaking faucets, toilets, and water coolers.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

### SAFE MAINTENANCE PRACTICES

Safety has a special priority in the operation of Qued Charter Elementary School's facilities. The administration has as its first priority and concern the physical safety of students, faculty, staff, and visitors. For the faculty and staff this means giving continuous attention to the buildings and equipment. They must investigate all suspect and unexplained conditions.

The following safety measures should be carefully observed:

1. Hallways - Keep clean and clear of obstructions and in a good state of repair. Eliminate anything across the hallways that could create a safety hazard.
2. Fire Protection - Provide and maintain, in effective operating condition, portable fire extinguishers suitable for the areas and hazards involved.
3. Hand Tools - Keep tools and equipment clean and in safe condition.
4. Stationary Electrical Devices - Ground all stationary electrically powered equipment, tools, and devices.
5. Lifting - Always use proper lifting techniques.
6. Storage Areas - Stack, block, interlock, and limit in height all storage so that it is secure against sliding or collapse. Keep storage areas free from accumulation of materials that constitute hazards or pest harborage.
7. Integrated Pest Management – Qued Charter Elementary School will comply with CUSD's policy focusing on long-term pest prevention and giving non-chemical methods first consideration when selecting appropriate pest management techniques.

### GENERAL BUILDING MAINTENANCE

Preventive maintenance is practiced on a regular basis with items being checked daily, monthly, quarterly, semi-annually, and annually. The frequency of inspection depends on variable factors, such as weather, time of year, cost of repair/replacement, etc.

Items are checked daily for proper operation. They are also checked for leakage, faulty electrical connections/equipment, worn parts or drive belts, squeaks, rattles, and loss of power as a minimum. Items are periodically refurbished by cleaning, draining, replacing operating fluids and gases, and lubricating moving parts.

When an item of equipment fails or otherwise goes out of service, the situation is assessed and a plan is devised for repair or replacement. If the failure can be repaired, the necessary repair or replacement parts are bought and installed by staff or the repairs are contracted out if required. Depending on the cost, a bid may be obtained. The contractor/supplier with the lowest qualifying bid is awarded the contract.

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Routine maintenance and repair of buildings and/or equipment are accomplished with a written Work Request. This written format is used for non-emergency work or equipment failure and provide for repair on a priority basis. Emergency or urgent repairs are handled verbally and as quickly as possible.

The Principal or designee schedules such meetings as are necessary to discuss maintenance and repair problems, set priorities, and resolve conflicts. Priorities are adjusted based on problems discussed. Repairs on buildings and/or maintenance of equipment may be deferred when work cannot be performed due to area(s) in use by students or when the project exceeds available funds.

### PREVENTIVE MAINTENANCE-DAILY

#### A. Lights, Doors, and Fire Extinguishers

1. Check to ensure that all are in proper working order and appropriate for the area.
2. Replace, adjust, or service as required.

#### B. Restrooms

1. Check and repair any drain stoppages.
2. Check and repair any leaking pipes or wash basins.

#### C. Electrical Systems

1. Check for loose connections, doors, and latches on circuit breaker panels.
2. Adjust or repair as appropriate.

#### D. Air Conditioning Chillers

1. Visual check of controls for proper operation.
2. Repair or adjust as appropriate.

#### E. Mechanical Rooms

1. Visual check of equipment status.
2. Check for proper operating limits.
3. Repair or adjust as appropriate.

### PREVENTIVE MAINTENANCE-MONTHLY

#### A. Domestic Hot Water System

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1. Visually inspect for leaks and proper operation.
  2. Lubricate water circulation pumps.
- B. Air Compressor System
1. Check for proper operation.
  2. Check auto-drain system.
  3. Check oil level.
  4. Drain settlement bowls.
- C. Fire Extinguishers
1. Check for proper charge.
  2. Service as necessary.

### PREVENTIVE MAINTENANCE-QUARTERLY

- A. Air Conditioning Systems
1. Change filters.
  2. Check drive belts for looseness and wear.
  3. Lubricate bearings
  4. Check refrigerant levels.
- B. Exhaust Fans
1. Lubricate bearings.
  2. Check drive belts for looseness and wear.

### PREVENTIVE MAINTENANCE-SEMI-ANNUAL

- A. Air Conditioning Systems
3. Clean coils.
  4. Check electrical connections.
  5. Lube motors and pumps.
- B. Air Compressor System

## QUED CHARTER ELEMENTARY SCHOOL PETITION

6. Clean air filters
7. Change oil, if necessary.
8. Check safety valve.

### PREVENTIVE MAINTENANCE-ANNUAL

#### A. Air Compressor System

1. Change oil and lubricate bearings.
2. Check belts, replace as needed.

#### B. Domestic Hot Water System

1. Drain tank and flush standard hot water heaters.
2. Check heating elements.

### GENERAL BUILDING CARE

#### A. Schedule Dependent Work Assignment

1. The following schedules are to be used as guidelines. There are many times when custodians may see an area or situation that requires immediate attention. It may be necessary to provide services that do not follow the schedule. The shift supervisor may assign duties as required.

#### B. Opening Assigned Building(s)

1. Disarm alarm systems as required.
2. Check all doors to determine any forced entry or unlocked doors. If found, record date, time, room number, etc. To supervisor.
3. Check for evidence of vandalism (broken windows, etc.). Report any discrepancies to supervisor.
4. Check that all lights and air conditioning/heating systems are operating as desired.
5. Pick-up paper or other refuse found in area.

#### C. Performing a Complete Walk-Through of Building(s)

1. Visually inspect entrances, hallways, restrooms, faculty and student lounges and snack areas.

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2. Clean and stock restrooms if necessary.
3. Check for roof leaks.

### D. Closing Assigned Building(s)

1. Visually check that rooms are unoccupied and locked as required.
2. Turn off lights as directed.
3. Set appropriate alarm systems.

## **CUSTODIAL DUTIES**

### A. Daily Duties (10 AM to 7 PM Shift)

4. Sweep inside and outside entrances.
5. Empty waste and sanitary receptacle.
6. Dust furniture, office equipment, window sills, unless otherwise notified otherwise for specific areas.
7. Dust mop all floor areas as needed.
8. Clean and sanitize drinking fountains.
9. Clean, sanitize, and restock restrooms using approved germicidal cleaners to disinfect lavatories, toilets, urinals, partitions, fixtures, mirrors, as well as towel and soap dispensers. Scrub or mop using germicidal disinfectant.
10. Clean glass doors and door frames.
11. Spot clean walls, interior doors, door frames, and floors.
12. Vacuum all carpets.
13. Spot clean carpets.
14. Distribute copy paper as directed.
15. Replace ceiling tiles as necessary.
16. Perform other duties as assigned by supervisor.

### B. Daily Duties (7 PM to 4 AM)

1. Sweep floors (halls, classrooms, and restrooms).

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2. Mop floors (halls, classrooms, and restrooms).
3. Burnish floors (halls, classrooms, and restrooms).
4. Vacuum hallway carpets (classrooms and offices as directed).
5. Spot check restrooms, re-clean if necessary.
6. Spot check trash cans, empty if necessary.
7. Clean exit doors,
8. Check patios for litter, sweep if necessary.

### C. Weekly Duties (7 PM to 4 AM)

1. Scrub tile floors in halls, classrooms, and student snack bar.
2. Wax floors as required.
3. Scrub floors in restrooms and disinfect.
4. Clean carpets as necessary.

### D. Weekly Duties, Saturday Shift (7 AM to 4 PM)

9. Open school for Saturday classes.
10. Check for forced entry or vandalism (report as necessary).
11. Blow patios and parking lots.
12. Dust all offices and classrooms, unless specifically excluded.
13. Empty trash.
14. Clean windows.
15. Clean interior walls and doors.
16. Clean carpets as necessary.
17. Wash school vehicles.

## **GROUNDS MAINTENANCE**

### DAILY DUTIES

1. Remove all trash or paper from lawn, shrub, and parking areas.

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2. Check bedding plant areas for pests and appropriate moisture. If necessary, manually activate the irrigation system for the area. If pests are found, report to the maintenance superintendent for scheduling of treatment.
3. Check campus for irrigation leaks or malfunctions to ensure no blow-outs or lost sprinkler heads. Irrigation problems should be repaired as soon as possible or reported to the superintendent for professional assistance.
4. Check and adjust sprinkler heads to keep water off sidewalks, and sides of buildings.
5. Check lobby plants for pests and water as necessary.
6. Check lawn areas for holes or sink areas and repair as needed.

### WEEKLY DUTIES (OR AS NEEDED)

1. Clean all work areas and clear any safety hazards.
2. Clean and perform maintenance as needed on vehicles.
3. Clean and perform maintenance as needed on equipment.

### BI-MONTHLY DUTIES (OR AS NEEDED)

1. Arrange for all lawn areas to be mowed on main campus area.
2. Check all shrubs and trees for pests and general health.
3. Edge all sidewalks and drives, cleaning debris from the edged areas.

### MONTHLY DUTIES

1. Check all shrub and bedding areas for mulching material and order replacement material as necessary.
2. Check that the proper mulch is applied to the needed areas. Bedding plant areas will require a finer grade of mulch than regular shrub areas.

### MONTHLY (SUMMER OR WARM MONTHS)

1. Trim all shrubs as necessary.
2. Trim trees after consultation with environmental horticulture instructor. Trees should be trimmed after any storm damage, stress, or any other trauma.
3. Apply “weed & feed” type fertilizer in early Spring and follow with a regular application of a timed-release fertilizer six weeks later.

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### MONTHLY (WINTER OR COLD MONTHS)

1. Check bedding plant areas for weeds or other debris. Remove as necessary and deposit in a composting area.
2. Clean other areas such as lawn areas and parking lots as necessary. Use power blowers and appropriate safety equipment.

### ANNUALLY

1. Trim palm trees at the end of summer to remove old dead leaves and seed pods. Dispose of in a composting area.
2. Perform annual maintenance checks on all vehicles and equipment.
3. Test soil in December of all beds and lawn areas. Correct Ph irregularities before growing seasons

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**APPENDIX K:  
BYLAWS**

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# QUED CHARTER ELEMENTARY SCHOOL PETITION

## **BYLAWS OF INGENIUM SCHOOLS**

(A California Nonprofit Public Benefit Corporation)

### **ARTICLE I NAME**

Section 1. NAME. The name of this corporation is Ingenium Schools.

### **ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1640 Orange Tree Lane, State of California. The Board of Trustees may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

### **ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

### **ARTICLE IV CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

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the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in each charter school's charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any trustee or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Trustees may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Trustees finds appropriate.

## ARTICLE VII BOARD OF TRUSTEES

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Trustees ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Trustees shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Trustees, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in

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any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED TRUSTEES AND TERMS. The number of trustees shall be no less than five and no more than seven, unless changed by amendments to these bylaws. All trustees shall be designated by the existing Board of Trustees. All trustees are to be designated at the corporation's annual meeting of the Board of Trustees.

Except for the initial Board of Trustees, each trustee shall hold office unless otherwise removed from office in accordance with these bylaws for two years and until a successor trustee has been designated and qualified. Terms for the initial Board of Trustees shall be five seats for a term of two years. The initial Board of Trustees shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Murad Rahman	November 6, 2008
Terre Butler	November 6, 2008
Rick Evans	November 6, 2008
Isaac Hammond	November 6, 2008

Section 4. RESTRICTION ON INTERESTED PERSONS AS TRUSTEES. No more than 49 percent of the persons serving on the Board of Trustees may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. TRUSTEES' TERM. Each trustee shall hold office for two years and until a successor trustee has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Trustees will appoint a committee to designate qualified candidates for election to the Board of Trustees at least thirty (30) days before the date of any election of trustees. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Trustees may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

Section 7. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have been nominated for trustee than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death, resignation, or removal of any trustee; (b) the declaration by resolution of the Board of Trustees of a vacancy in the office of a trustee who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of trustees; or (d) the failure of the members, at any meeting of members at which any trustee or trustees are to be elected, to elect the number of trustees required to be elected at such meeting; and (e) termination of employment with a charter school.

Section 9. **RESIGNATION OF TRUSTEES.** Except as provided below, any trustee may resign by giving written notice to the Chairman of the Board, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a trustee's resignation is effective at a later time, the Board of Trustees may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **TRUSTEE MAY NOT RESIGN IF NO TRUSTEE REMAINS.** Except on notice to the California Attorney General, no trustee may resign if the corporation would be left without a duly elected trustee or trustees.

Section 11. **REMOVAL OF TRUSTEES.** Any trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act, (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a trustee shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Trustees may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the unanimous consent of the trustees then in office, (b) the affirmative vote of a majority of the trustees then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining trustee.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES.** Any reduction of the authorized number of trustees shall not result in any trustees being removed before his or her term of office expires.

Section 14. **PLACE OF BOARD OF TRUSTEES MEETINGS.** Meetings shall be held at the principal office of the Corporation. The Board of Trustees may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California

## QUED CHARTER ELEMENTARY SCHOOL PETITION

Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Trustees and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Trustees shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Trustees for any purpose may be called at any time by the Chairman of the Board of Trustees, or the Secretary, or any two trustees. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to each trustee and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Trustees shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other

## QUED CHARTER ELEMENTARY SCHOOL PETITION

than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. **QUORUM.** A majority of the voting trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the trustees present at any meeting, the meeting shall be adjourned. Voting trustees may not vote by proxy.

Section 20. **TELECONFERENCE MEETINGS.** Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the charter schools operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. **ADJOURNMENT.** A majority of the trustees present, whether or not a quorum is present, may adjourn any Board of Trustees meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. **COMPENSATION AND REIMBURSEMENT.** Trustees may receive such compensation, if any, for their services as trustees or officers, and such reimbursement of expenses,

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<sup>1</sup> This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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as the Board of Trustees may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

**Section 23. CREATION AND POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the trustees then in office, may create one or more committees, each consisting of two or more voting trustees and no one who is not a trustee, to serve at the pleasure of the Board. Appointments to committees of the Board of Trustees shall be by majority vote of the authorized number of trustees. The Board of Trustees may appoint one or more trustees as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Trustees' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Trustees or any committee of the Board;
- c. Fix compensation of the trustees for serving on the Board of Trustees or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Trustees that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Trustees or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for trustee if more people have been nominated for trustee than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its trustees has a material financial interest.

**Section 24. MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

**Section 25. NON-LIABILITY OF TRUSTEES.** No trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

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Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a Chairman of the Board, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have one or more Vice-Chairmen, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Trustees and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Trustees may appoint and authorize the Chairman of the Board or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Trustees may remove any officer with or without cause. An officer who was not chosen by the Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** The Chairman of the Board of Trustees shall preside at the Board of Trustees' meetings and shall exercise and perform such other powers

## QUED CHARTER ELEMENTARY SCHOOL PETITION

and duties as the Board of Trustees may assign from time to time. The Chairman of the Board of Trustees shall also be the chief executive officer and shall have the powers and duties of the Chairman of the corporation set forth in these bylaws. There shall also be a Vice-Chairman of the Board of Trustees. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time. The Chairman shall preside at all Board of Trustees' meetings.

Section 9. EXECUTIVE DIRECTOR. Subject to such supervisory powers as the Board of Trustees may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to Executive Director's contract of employment, the Executive Director shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Executive Director shall have such other powers and duties as the Board of Trustees or the bylaws may require.

Section 10. VICE-CHAIRMEN. If the Chairman is absent or disabled, the Vice-Chairmen, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-Chairman designated by the Board, shall perform all duties of the Chairman. When so acting, a Vice-Chairman shall have all powers of and be subject to all restrictions on the Chairman. The Vice-Chairmen shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the trustees present at Board of Trustees and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Trustees that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to trustees such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any trustee at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Trustees may

## QUED CHARTER ELEMENTARY SCHOOL PETITION

designate; (b) disburse the corporation's funds as the Board of Trustees may order; (c) render to the Chairman of the Board and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Trustees for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

### ARTICLE IX CONTRACTS WITH TRUSTEES

Section 1. **CONTRACTS WITH TRUSTEES.** The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's trustees are trustees and have a material financial interest) unless all of the following apply:

- a. The trustee with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Trustees meeting minutes.
- b. The trustee with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested trustee who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Trustees by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Trustees considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more trustees or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

# QUED CHARTER ELEMENTARY SCHOOL PETITION

## ARTICLE X CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Ingenium Schools Conflict of Interest Policy have been fulfilled.

## ARTICLE XI LOANS TO TRUSTEES AND OFFICERS

Section 1. **LOANS TO TRUSTEES AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that trustee or officer would be entitled to reimbursement for such expenses of the corporation.

## ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

## ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its trustees, officers, employees, and other agents, to cover any liability asserted against or incurred by any trustee, officer, employee, or agent in such capacity or arising from the trustee's, officer's, employee's, or agent's status as such.

## ARTICLE XIV

# QUED CHARTER ELEMENTARY SCHOOL PETITION

## MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

## ARTICLE XV INSPECTION RIGHTS

Section 1. **TRUSTEES' RIGHT TO INSPECT.** Every trustee shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any trustee may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Trustees and committees of the Board of Trustees at any reasonable time for a purpose reasonably related to the trustee's interest as a trustee. Any such inspection and copying may be made in person or by the trustee's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the trustees at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any trustee, furnish to that trustee a copy of the articles of incorporation and bylaws, as amended to the current date.

## ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Trustees shall cause an annual report to be sent to itself (the members of the Board of Trustees) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular

## QUED CHARTER ELEMENTARY SCHOOL PETITION

- purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
  - e. Any information required under these bylaws; and
  - f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

**Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all trustees, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each trustee and furnish to each trustee a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any trustee or officer of the corporation, its parent, or subsidiary (but mere common trusteeship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

### ARTICLE XVII BYLAW AMENDMENTS

**Section 1. BYLAW AMENDMENTS.** The Board of Trustees may adopt, amend or repeal any of these Bylaws by a majority of the trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provision of a charter of an Ingenium Schools charter school or make any provisions of these Bylaws inconsistent with a charter of an Ingenium Schools charter school, the corporation's Articles of Incorporation, or any laws.

### ARTICLE XVIII FISCAL YEAR

**Section 1. FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

# QUED CHARTER ELEMENTARY SCHOOL PETITION

11/07/2006 10:29 FAX 215 837 9895

COMMUNITY AND SENIOR

Q1003/003

## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Ingenium Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Trustees on November 6, 2006; and that these bylaws have not been amended or modified since that date.

Executed on November 6, 2006 at Los Angeles, California.

  
Murad Rehman, Secretary

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**APPENDIX L:  
ARTICLES OF INCORPORATION**

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QUED CHARTER ELEMENTARY SCHOOL PETITION

11/02/2005 14:31 19165461398

UNIFORM OFFICES

PAGE 33/60

2932324

State of California  
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 01 2005

BRUCE McPHERSON  
Secretary of State

QUED CHARTER ELEMENTARY SCHOOL PETITION

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ENDORSED - FILED  
in the office of the Secretary of State  
of the State of California

NOV 01 2006

ARTICLES OF INCORPORATION  
OF  
INGENIUM SCHOOLS  
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Ingenium Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney  
Specter, Middleton, Young & Minney, LLP  
7 Park Center Drive  
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

QUED CHARTER ELEMENTARY SCHOOL PETITION

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Non-profit Corporation Law of the State of California, and any limitations in the Articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 11/16

Incorporator: Kimberly Rodriguez



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**APPENDIX M:  
BOARD AND KEY STAFF MEMBER RÉSUMÉS**

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**APPENDIX N:  
EXECUTIVE DIRECTOR EVALUATION FORM**

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### Sample Superintendent Evaluation

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Please read columns and indicators, check appropriate boxes. Mark the number along the continuum with an **X** above the column that best identifies where you believe your district superintendent performs in each area..

**Leadership – how well does the superintendent approach, guide, review and refine the art of leadership (Baldrige 1.1,1.2)**

1	2	3	4	5	6
<ul style="list-style-type: none"> <li>• Occupied with routine matters of budget and facilities, etc.</li> <li>• Rarely seeks new information</li> <li>• Lack of vision, systems-perspective, deployment skills, agility</li> </ul>	<ul style="list-style-type: none"> <li>• Handles routine matters</li> <li>• Expressed concern for poor student achievement</li> <li>• Seldom engages in dialogue with colleagues or stakeholders to ascertain needs</li> <li>• Fails to enlist partners</li> </ul>	<ul style="list-style-type: none"> <li>• Enlists support personnel to assist with routine tasks</li> <li>• Attempts to stay current by attending seminars, conferences, legislative fly-ins, reading journals, etc.</li> <li>• Conducts routine meetings with some staff and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks means of additional revenue for the purpose of expanding projects, programs for student achievement</li> <li>• Proactively researches trends in educational leadership, incorporates many ideas into plans</li> <li>• Organizational activity is learning-centered</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative and obtains additional revenue</li> <li>• Applies current research and best strategies in moving all stakeholders through improvement process</li> <li>• Realizes future needs with agility</li> <li>• Shares knowledge, information, data, and resources consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Recipient of grant and foundation funding</li> <li>• Consistently articulates visionary leadership and district mission which is clear to all stakeholders</li> <li>• Strategic planning is systematic and ongoing with stakeholder input</li> <li>• Acknowledges, supports, values, and celebrates stakeholder involvement</li> <li>• Possesses a keen focus on the future for results</li> <li>• Expands the system beyond the primary organization</li> <li>• Conducts an annual self-assessment</li> </ul>

Indicators all of which must be present for Level 6:

- Current job descriptions are developed with and for employees for role clarification (date of creation or modification is evident)
- District calendar reflects meeting dates with stakeholder groups
- School board minutes demonstrate sustained vision through budget preparation, program implementation, stakeholder participation
- Awards/plaques/trophies are received for outstanding achievement
- Samples of communication (newsletters, narrative from radio spots, fliers) are archived and retrievable
- Past and present grant applications are recipient notifications are on file
- Travel logs/attendance sheets are maintained, indicating attendance at local, state, national workshops, conferences, professional associations with information summarized as to merit of experience and how it will benefit the district
- Frequent Executive summary document progress and are received by all stakeholders

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**APPENDIX O:  
PERSONNEL HANDBOOK**

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## WELCOME TO QUED CHARTER ELEMENTARY SCHOOL!

On behalf of the Ingenium School's Board of Trustees and Qued Charter Elementary School faculty, families, and students, welcome to our community of learners in pursuit of an excellent education for all students. At Qued Charter Elementary School we believe that each one of us has strengths to offer in addition to areas for growth. As such we deeply value our collaborative process of learning and are excited to learn and grow with you.

Qued Charter Elementary School is committed to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world.

This handbook is a guide for all Qued Charter Elementary School employees as we seek to carry out our important work and achieve our mission. It is designed to ensure safety, accountability and a cohesive learning environment for Qued Charter Elementary School.

### HANDBOOK USE AND PURPOSE

This Handbook is designed to help employees get acquainted with Qued Charter Elementary School. It explains some of our philosophies and beliefs and describes, in general terms, our employment guidelines. We hope that this Handbook will serve as a useful reference document for employees throughout their employment at Qued Charter Elementary School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied); nor is it intended to otherwise create any legally enforceable obligations on the part of Qued Charter Elementary School or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases.

Because Qued Charter Elementary School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Qued Charter Elementary School also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Executive Director has the authority to enter into any employment or other agreement that modifies Qued Charter Elementary School's policies. Any such modification *must* be in writing.

Employees should sign the acknowledgment form at the back of this Handbook, tear it out, and return it to the Office Manager. This will provide Qued Charter Elementary School with a record that each employee has received this Handbook.

QUED CHARTER ELEMENTARY SCHOOL PETITION

**QUED CHARTER ELEMENTARY SCHOOL PERSONNEL HANDBOOK ACKNOWLEDGEMENT**

By my signature below, I acknowledge that I have received a copy of Qued Charter Elementary School's Personnel Handbook on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Personnel Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Personnel Handbook.

I understand that the Personnel Handbook contains important information regarding Qued Charter Elementary School's expectations, policies, and guidelines and that I am expected to comply with these expectations, policies, and guidelines at all times. I understand that the Personnel Handbook does not provide a binding contract but provides guidelines for personnel concerning some of Qued Charter Elementary School's policies.

Just as I am free to terminate the employment relationship with Qued Charter Elementary School at any time, Qued Charter Elementary School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason. Further, there is no agreement, express or implied, written or verbal, between the employee and Qued Charter Elementary School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment

Other than Ingenium Schools Board of Trustees, no other entity or person has the authority to modify this personnel handbook.

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Employee Name (printed)

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Employee Signature

---

*Date*

***(PLEASE RETURN TO QUED CHARTER OFFICE MANAGER)***

**Equal Opportunity Employer**

Qued Charter Elementary School is an equal opportunity employer. It is the policy of Qued Charter Elementary School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Qued Charter Elementary School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact an Qued Charter Elementary School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Qued Charter Elementary School then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Qued Charter Elementary School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable, allows the employee to fulfill their assigned duties, and will not impose an undue hardship, Qued Charter Elementary School will make the accommodation.

**AT-WILL STATUS EMPLOYMENT**

It is the policy of Qued Charter Elementary School that all employees are employed at the will of Qued Charter Elementary School for an indefinite period. Accordingly, either Qued Charter Elementary School or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, Qued Charter Elementary School memoranda, or other materials provided to employees in connection with their employment shall require Qued Charter Elementary School to have “cause” to terminate an employee or otherwise restrict Qued Charter Elementary School’s right to terminate an employee at any time for any reason. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Qued Charter Elementary School’s right to terminate at will. Other than the Executive Director with ratification by the Ingenium Schools Board of Trustees, no Qued Charter Elementary School representative is authorized to modify this policy for any employee.

No Qued Charter Elementary School representative is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Qued Charter Elementary School that are not consistent with Qued Charter Elementary School’s policy on “at will” employment.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

This policy shall not be modified by any statements contained in this Handbook or employee applications, Qued Charter Elementary School memoranda, Qued Charter Elementary School commission agreements, or other materials provided to employees in connection with their employment. Further, none of those documents, whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period nor an express or implied contract concerning any terms or conditions of employment.

### **PERSONNEL FILES AND RECORD KEEPING PROTOCOLS**

At the time of your employment, a personnel file is established for you. Please keep your supervisor advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Qued Charter Elementary School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of an Qued Charter Elementary School representative at a mutually convenient time. No copies of documents in your file may be made with the exception of documents you have previously signed. You may add your comments to any disputed item in the file. Qued Charter Elementary School will restrict disclosure of your personnel file to authorized individuals within Qued Charter Elementary School. A request for information contained in the personnel file must be directed to your supervisor. Only the Principal is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Qued Charter Elementary School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

### **THE PROFESSIONAL ENVIRONMENT OF QUED CHARTER ELEMENTARY SCHOOL**

#### CHARTER SCHOOL BACKGROUND

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The “charter” establishing each such school is a performance contract detailing the school’s mission, program, goals, students served, methods of assessment, and ways to measure success. Following the initial five-year charter approval in CUSD, the length of time for which charters are granted in California is five years. At the end of the term, the entity granting the charter may renew the school’s contract. Charter schools are accountable to their sponsor—in our case, the Compton Unified School District—to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents and students who choose them, and the public that funds them.

## QUED CHARTER ELEMENTARY SCHOOL PETITION

### GENERAL PROFESSIONAL EXPECTATIONS

At Qued Charter Elementary School, we regard the work we do to be of the utmost importance. Therefore, we have very high expectations for professionalism and performance of each one of our employees. All employees should treat all individuals, students, teachers, directors, volunteers, and family members with respect and approach all situations as opportunities to learn.

### QUED CHARTER ELEMENTARY SCHOOL GUIDING PRINCIPLES

At Qued Charter Elementary School, we are guided by several principles that shape how we interact and work together. The principles are woven throughout our curriculum and are the standards by which we measure our individual behavior and community culture. Employees are expected to conduct themselves at all times in a manner consistent with Qued Charter Elementary School Guiding Principles for personal character and professionalism, with students, parents, prospective parents, co-workers, and the community.

These guiding principles are:

#### *Responsibility*

We take responsibility for our own actions and expect that others will as well. Each Qued Charter Elementary School community member is also responsible to the larger school community as a steward of the school.

#### *Communication*

We effectively communicate with a variety of audiences using the written and spoken word and visual and technical tools. It is our goal that students become confident communicators that speak with conviction and resolve. Effective communication is an essential aspect of our school community and is expected of and modeled by adults.

#### *Courage*

We believe that learning often requires one to step out of their comfort zone to stretch personal limits. Community members maintain and operate in an environment that enables, supports, and recognizes others as they take risks and push their personal growth.

#### *Persistence*

We value the persistence necessary to develop creative solutions and the discipline to see a task to completion. All members of our community set goals, which they work towards either individually and/or collaboratively.

#### *Integrity*

We expect all community members to operate with honesty and sincerity at all times. Integrity is the foundation upon which trust and respect are built and the foundation that we

## QUED CHARTER ELEMENTARY SCHOOL PETITION

all need to set. We also recognize that we will make mistakes and integrity includes fixing our mistakes when they occur.

### *Compassion*

Qued Charter Elementary School is a caring community where individuals feel heard and understood. Our compassionate community creates a safe learning environment for all members at all times.

## **EMPLOYMENT AT QUED CHARTER ELEMENTARY SCHOOL**

### LICENSURE AND CERTIFICATION

#### *Core Teaching Staff*

All teaching staff, further defined by the terms of the charter as “core” teachers, including substitutes, shall be certified by the Commission On Teacher Credentialing with a valid credential and shall be required to pass the CBEST. However, teachers-in-training who are working toward a credential and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of the Charter School and if they are in the process of securing a credential.

#### *Non-Core Teaching Staff*

Non-core teachers are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

#### *Other Staff, and Consultants*

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities and do not require a California Teaching Credential.

### PERFORMANCE STANDARDS AND EVALUATION OF TEACHERS AND STAFF

The Principal, using both formal and informal observations, will observe all teachers on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation conference. Formal observations will include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will occur within three (3) school days. During the school year, each teacher will be observed at least once per month including at least two (2) formal observations per year. Results of formal and informal observations, consisting of the employee’s and the Principal’s observations and recommendations, will be put in writing and included within the employee’s own Professional Development Notebook and the school’s personnel file. Nothing in this section limits the Principal from conducting other observations of an informal or unannounced nature.

QUED CHARTER ELEMENTARY SCHOOL PETITION

PROFESSIONAL DEVELOPMENT NOTEBOOK

Each Qued Charter Elementary School employee shall create, maintain, and attain a Professional Assessment Binder (PDN), a method for employees to set professional goals, delineate benchmarks, and measure professional growth. Formal PDN creation will occur during the summer Professional Development Institute where the employee will delineate their professional goals for continuous improvement.

There shall be a formal PDN review three months after the start of the school year. The purpose of the three-month PDN review shall be to review the employee’s self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and deficient work, and developing a clear plan for improvement. In addition, at the three-month PDN review, the teacher will provide feedback to the Principal specific to the Principal’s job performance and the Principal will share with the employee his/her own self-assessment and PDN. Any written feedback or self-assessment materials may be placed into the Principal’s personnel file.

After six months from the start of the school year, a second PDN review will be held to determine progress made specific to three-month PDN review goals. At that time, the Principal will inform the employee and report to the Executive Director recommendations regarding the employee’s continued employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee’s own PDN and the school’s personnel file. At the end of the school year, a PDN conference will be held to reflect upon the employee’s professional development goals for continuous improvement.

**Professional Development Notebook Schedule – At a Glance**

<b>Task</b>	<b>When?</b>	<b>Who?</b>
Develop Professional Development Notebook for Upcoming School Year	Professional Development Institute – August of each year	Teachers, Administrative Staff
1 <sup>st</sup> Formal PDN Review	End of November	All Employees
2 <sup>nd</sup> Formal PDN Review	End of January	All Employees

RESPONSE TO OBSERVATION AND REVIEW FINDINGS

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee’s personnel file.

PERFORMANCE STANDARDS AND EVALUATION OF PRINCIPAL

The Principal shall be evaluated by the Executive Director prior to the end of each year’s contract based on criteria set forth by job responsibilities. The Principal will be responsible for collecting staff, parent and student feedback on job performance using measurement instruments developed and approved by the Executive Director. The Principal will also be asked to share and reflect upon the contents of their Professional Development Notebook

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during their evaluation. Results shall be in writing and included in the employee's Professional Development Notebook and personnel file.

### WORK SCHEDULE

Teachers are on an eleven-month work year and begin official duties on the first day of the Professional Development Institute. Administrators are on a twelve-month work year.

SCHOOL DAY
CORE ACADEMIC PROGRAM: 7:45 A.M. – 3:20 P.M.

Qued Charter Elementary School's school year calendar (including holidays) mimics CUSD's single track schedule.

### COMPENSATION AND BENEFITS

#### FACULTY AND STAFF COMPENSATION

The Principal shall propose a salary schedule in accordance with the terms of the Charter and will present them for approval to the Personnel Committee of the Board of Trustees. Individual faculty and staff salaries will be determined each year according to Qued Charter Elementary School's staffing needs and budget availability.

#### FACULTY AND STAFF BENEFITS

Qued Charter Elementary School will provide health insurance coverage for current staff provided such coverage is commercially or otherwise available at reasonable cost. Qued Charter Elementary School will pay the cost of such coverage for full time employees up to an amount set by the Ingenium Schools Board each year. Part time employees working ½ time may also request such coverage and the cost of such coverage will be prorated between Qued Charter Elementary School and the Employee. Qued Charter Elementary School contribution shall represent the proportion the hours worked by the employee to a full-time equivalent position. No staff member will receive paid health benefits beyond their term of employment.

#### *Medical Plans*

##### **Eligibility**

An Employee is eligible for medical coverage if she/he is a full-time regular employee working for Qued Charter Elementary School or a part-time regular employee working for Qued Charter Elementary School. "Full-time" employee means that you are hired to work at least 40 regular hours per week. "Part-time" employee means that you are hired to work at least 20 regular hours per week. Temporary and internship employees are not eligible to par-

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ticipate in the plans. Qued Charter Elementary School plan does not cover the cost of medical coverage for dependents.

### **When Coverage Starts**

Your coverage will begin on your first day of official employment, where possible. Your enrollment form must be submitted to the Principal as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

### **Cost of Coverage**

The current cost for coverage under the plan is available from the Principal. This cost may change from time to time.

### *Payroll Information*

### **Payroll Withholdings**

Qued Charter Elementary School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.
2. State Income Tax Withholding: The same factors that apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Qued Charter Elementary School. This does not apply when eligible employees utilize STRS.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Office Manager to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to your supervisor. Your office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Office Manager and to fill out a new W-4 form.

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At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

### **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. Qued Charter Elementary School will attempt to distribute overtime evenly and accommodate individual schedules. Your supervisor must previously authorize all overtime work. Qued Charter Elementary School provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. The workday begins at 12:01 a.m. and ends at midnight twenty-four (24) hours later. Workweeks begin each Sunday at 12:01 a.m. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to these exempt employees.

### **Paydays**

Paydays are scheduled on the last day of each month. If you observe any error in your check, please report it immediately to your supervisor.

### **Wage Attachments and Garnishments**

Under normal circumstances, Qued Charter Elementary School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Qued Charter Elementary School, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If Qued Charter Elementary School is presented a second garnishment request concerning you, your managers will discuss the situation with you.

## LEAVES AND ABSENCES

### *Holidays*

See School Calendar above for paid holidays.

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### *Leaves of Absence*

Qued Charter Elementary School's policy is to grant leaves of absence to eligible employees on a non-discriminatory basis within the parameters of our policies and applicable law. Leave may be used, as necessary, for personal emergency, medical disability, bereavement, jury/witness duty or military duty. Eligibility for State Disability benefits commences on the 7th day of illness or immediately upon hospitalization.

All requests for leaves of absence must be submitted in writing to the Principal. Moreover, an employee must provide Qued Charter Elementary School with reasonable notice of his/her desire or need to take a leave of absence wherever possible. Leaves of absence will be issued on a discretionary basis by the Principal as necessary.

Unless specifically provided otherwise, all leaves of absence are available only on an unpaid basis. Moreover, employees will not accrue benefits such as the accrual of sick/personal days during an unpaid leave of absence. Furthermore, employees taking a leave of absence must pay for the entire cost of health insurance under the following circumstances:

- In the case of medical leave, for any period of a medical leave of absence which exceeds thirty (30) days; or
- In the case of all other leaves, for the entire period of the leave.

Employees must arrange to ensure that all insurance premiums are paid before their leave commences. Unless additional time is guaranteed to an individual by law, failure to arrange for payment of the insurance premiums will result in a lapse of insurance coverage on the 31st day following the commencement of a medical leave and on the first day of a non-medical leave.

Because Qued Charter Elementary School is a small organization and every employee is a vital link in the operation of the School, serious illness may necessitate replacement, at least on a temporary basis.

### *Personal Leave of Absence*

A regular, full-time employee who has been continuously employed by Qued Charter Elementary School for at least one (1) full year, may request a personal leave of absence is given a subsequent Fixed Term employment contract. The leave of absence may be granted for a reasonable period of time, not to exceed four (4) weeks. However, the leave may be extended for a reasonable period of time due to special circumstances, as determined on a case-by-case basis by the Principal. Requests for personal leave must be submitted in writing to the Principal before the leave begins. Likewise, requests for extensions of personal leaves must be submitted, in writing, to The Principal. The request for an extension must be approved, in writing, by the Principal before the extended period of leave begins. It is the employee's responsibility to report for work on the workday after the leave expires. An employee who fails to report for work on the workday after the leave expires will be considered to have voluntarily terminated his/her employment. Requests for personal leaves of absence

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and extensions of those leaves of absence will be considered based on the anticipated impact on Qued Charter Elementary School community.

### *Medical Leave*

Employees may request a medical leave of absence for reasons of established illness or injury. During an approved medical leave, you are permitted to use your accrued sick/personal days for a continuation of income during the leave.

### *Non-Occupational Disabilities*

An employee who is temporarily unable to perform his/her usual work duties due to an injury or illness may be granted a medical leave of absence. A request for such a leave of absence may be submitted by an employee who is temporarily disabled or unable to work due to a personal injury or illness. Medical leaves of absence will be granted for the period of the illness or disability up to six (6) weeks. Medical leaves only may be extended beyond this period with the prior written approval of the Principal. An employee seeking a medical leave of absence must provide the Principal with the following information in writing as soon as s/he becomes aware of the need for a leave of absence under this policy:

- The reason the leave of absence is being requested;
- The anticipated dates on which the leave is expected to begin and end; and
- A healthcare provider's certification that the employee has the disability in question.

### *Occupational Disabilities*

An employee who sustains a work-related injury shall be granted a leave of absence upon written request to the Principal. Subject to any legally permissible limitations, a leave of absence for a work-related disability shall be extended to the employee for the duration of his/her work related disability until one of the following situations takes place:

- The employee is released for full or partial duty;
- Qued Charter Elementary School receives medical evidence satisfactory to it that the employee will be unable to return to work; or
- The employee resigns or actually or constructively informs Qued Charter Elementary School that s/he does not intend to return to Qued Charter Elementary School employ.

Before returning to work following any medical leave of absence, an employee must submit a health care provider's verification stating the employee's ability to return to work and the date s/he is able to return.

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### *Family Medical Leave*

Qued Charter Elementary School will comply with the provisions of State and Federal Law relating to family care leave.

At present, Qued Charter Elementary School does not have fifty (50) or more employees, so the Family Medical Leave Act and the California Family Rights Act do not require additional obligations of our organization at this time

### *Pregnancy Disability Leave*

Female employees who must take a leave of absence due to a pregnancy-related disability shall be granted a pregnancy disability leave of absence without pay for the period of time the employee is unable to work for Qued Charter Elementary School through the date the employee is no longer disabled, up to a maximum of four (4) months. As an alternative, if the employee requests, Qued Charter Elementary School may transfer the employee to a less strenuous or hazardous position if the transfer can be reasonably accommodated.

An employee requesting to take a pregnancy disability leave must provide Qued Charter Elementary School with reasonable advance notice. As with other medical leaves of absence, Qued Charter Elementary School also will require the employee returning to work to submit a certificate from a health care provider that the employee is able to return to work and the date she is able to do so.

An employee who returns to work from a pregnancy-related disability leave will be returned to her former position, if possible, or a substantially similar job, except under circumstances permitted by law. The employee shall give Qued Charter Elementary School reasonable notice of the date she intends to return to work.

### *Bereavement Leave*

Employees who regularly work 20 or more hours per week may be granted up to three (3) days of paid bereavement leave if they suffer the loss of an immediate family member. This time may also be used for handling death-related personal affairs. The employee may also be granted up to one full day of paid leave to attend the funeral of a relative who is not in the employee's immediate family.

Employees who work less than 20 hours per week are entitled to unpaid leave to attend the funeral of an immediate family member or other relative.

Any employee who requires more than three (3) days of bereavement leave must submit a written request to the Principal and must receive written approval from the supervisor prior to the taking of any leave.

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### *Jury Duty/Witness Duty*

Regular full-time and part-time non-exempt employees will be excused from work for required duty as a juror or witness, but this time shall be unpaid.

All employees should notify the Principal immediately when they receive notice to report for jury or witness duty. Employees must show proof of jury or witness service. On any day of jury service in which an employee is excused entirely or in sufficient time to permit him/her to return to work for a minimum of one-half (1/2) of his/her regularly scheduled work day, s/he will be required to report to work.

### *Military Leaves of Absence*

Military leaves of absence will be granted without pay in accordance with State and Federal Law. However, in order to be eligible, employees must submit verifications from the appropriate military authority.

### *Standards of Conduct*

#### **Punctuality and Attendance**

Any employee who is unable to report for work on any particular day must call their supervisor at least one hour before the start of the scheduled workday. If an employee fails to report to work without notification to their supervisor, the school may consider that employee has abandoned his/her employment and has voluntarily terminated the employment.

Any teacher who is unable to report for work must arrange for a substitute teacher for the duration of the absence. The substitute selected must be from Qued Charter Elementary School substitute pool. The employee must inform the Principal with the name and contact information of the designated substitute prior to their scheduled absence.

Upon returning to work after an absence for any reason, the employee must complete an absence form and turn it in to their supervisor by the end of the workday on which the employee returns. If an employee is absent for medical reasons for more than ten (10) working days, the employee must, immediately upon his or her intended day of return to work, provide the supervisor with a physician's statement certifying that the employee is able to return.

#### **Arrangement for Substitutes**

Once teachers know of their anticipated absence, they are required to call the Principal and then make arrangements for substitutes using designated individuals from Qued Charter Elementary School Substitute Pool.

#### **Personal Appearance and Conduct**

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of Qued Charter Elementary School in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance that sets a good example for Qued Charter Elementary School students.

## **POLICY AGAINST SEXUAL HARASSMENT**

All employees should be able to work in an atmosphere free of sexual harassment. Qued Charter Elementary School will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. Qued Charter Elementary School will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

Each supervisor has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should supervisors become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees are expected to behave in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.

Prohibited conduct by anyone includes but is not limited to:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the individual's supervisor and/or to the appropriate human resource representative. A Sexual Harassment Complaint Form may be obtained from your manager or the human resources representa-

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tive. The Principal and the individual's supervisor will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's supervisor or Principal, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the President of Ingenium Schools Board of Trustees.

All complaints of sexual harassment will be investigated promptly, objectively and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

### **SMOKING**

All Qued Charter Elementary School buildings and facilities are no-smoking facilities.

### **FACULTY AND STAFF COMPLAINTS AND GRIEVANCES**

In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined in the charter. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.

If a conflict arises between an employee and a parent, or a parent expresses a concern about Qued Charter Elementary School or any of its employees, inform the Principal immediately. It is important that the Principal be aware of the concern and be prepared to intervene for the employee's protection and Qued Charter Elementary School's protection, if necessary.

Unresolved problems may be brought to the Board of Trustees for resolution through the Board of Trustees President.

### **HEALTH AND SAFETY AT QUED CHARTER ELEMENTARY SCHOOL**

#### **Health and Safety Requirements for Employment**

##### **TUBERCULOSIS TEST**

Before the first day of employment, all employees must complete a tuberculosis test as described in Education Code 49406. The current physician's statement must be on file in the office before the first day of employment. Failure to provide documentation on time may result in immediate termination.

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### CRIMINAL BACKGROUND CHECK

All first year employees without credentials must submit fingerprints to the Department of Justice and Federal Bureau of Investigation for the purpose of obtaining a criminal record summary as required by Education Code §44237. Such fingerprints must be submitted prior to employment and are a condition of employment. Criminal record summaries will be maintained by the administration in a secured file separate from personnel files, as required by Section 44237.

### FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, directors) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

### COMPLIANCE WITH CHILD ABUSE REPORTING LAW

All employees of Qued Charter Elementary School will comply with California Welfare and Institutions Code requirements regarding reporting of, or reasonable suspicion of, child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (Sections 15630 and 9381)

When an employee notifies the Principal of an actual or potential case of child abuse, the Principal shall provide assistance to that teacher in his/her fulfillment of legal responsibilities. Qued Charter Elementary School shall respect and maintain the confidentiality of all information on child abuse, which an employee reports to the appropriate authorities.

### SECURITY PROTOCOLS

Qued Charter Elementary School has developed guidelines to maintain a secure school site. Be aware of unknown persons loitering in walkways, entrances, and exits of the school. Report any suspicious persons or activities to office staff. Secure your classroom or office at the end of each day. When called away from your classroom for an extended length of time, do not leave students, valuable or personal articles unattended. The security of our facility is directly related to the health and safety of our students and our colleagues. Employees must immediately notify a school administrator when school facilities keys are missing or if security access or codes have been breached.

### EMERGENCY PLANS

Appropriate fire exit and earthquake preparedness drills will be administered at least two times per year. In the case of an actual emergency, teachers are responsible for staying at the school site (or evacuation staging area) until they are released by a school administrator. During an emergency, teachers must always have a roster of students under their direct supervision.

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### ACCIDENT/INCIDENT REPORTING

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during school activities or on Qued Charter Elementary School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### REPORTING FIRES AND EMERGENCIES

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or school administrators. In addition, all employees should know the local emergency numbers.

### GUESTS AND VISITORS

All guests and visitors must report to the main office to sign in and receive a guest pass to enter Qued Charter Elementary School.

## **INFORMATION AND COMMUNICATION**

### CONFIDENTIALITY OF INTERNET AND ELECTRONIC MAIL

Qued Charter Elementary School recognizes that its employees have reasonable expectations of privacy with regard to the use of voice mail and e-mail, even when this use is restricted to Qued Charter Elementary School business and information is stored in Qued Charter Elementary School computers.

Qued Charter Elementary School reserves the right to access and disclose the contents of employee voice mail and e-mail messages, but will only do so when it has a legitimate business need and the urgency of the need is sufficiently strong to offset the school's commitment to employee privacy.

Qued Charter Elementary School does not and will not monitor voice mail and e-mail as a routine matter. Qued Charter Elementary School may inspect the contents of voice mail and e-mail or information stored on computers in the course of an investigation into improper or unlawful behavior or as necessary to locate substantive information that is not readily available by some other means. Qued Charter Elementary School may disclose a voice mail or e-mail message or information stored on a computer to law enforcement officials if the school has reason to believe that it may have been the victim of a crime or is legally obligated to do so.

### ACCESS TO PERSONNEL RECORDS

The school shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. All concerned parties will have signed all documents placed in the personnel file. Only the concerned Employee, Qued Charter Elementary School Administrators, and the Personnel Committee may access confidential personnel files.

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### MEDIA RELATIONS

It is our goal to give the press a clear, consistent, and up-to-date message about our school and its programs and services. Since information about our activities change often, it is easy to provide the press with information that may be inaccurate or misleading.

All calls from newspapers, magazines, or radio and television reporters should be immediately referred to the Principal of Development and Community Assets.

### ENDING EMPLOYMENT

#### DISMISSAL, DISCIPLINE, AND TERMINATION OF EMPLOYMENT

Qued Charter Elementary School reserves the right to terminate any employee at any time, with or without cause or notice. Generally, when the employee is believed, in the opinion of his or her supervisor, to have a job performance problem or to be engaging in behavior that is unacceptable or counterproductive, the employee will be given an opportunity to improve his/her performance or behavior to an acceptable level by means of a formal disciplinary action process. However the following list, while not complete, gives examples of behavior that can result in the immediate termination of employment:

- Breaching confidentiality.
- Theft.
- Fighting, roughhousing, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents.
- Disregarding established safety procedures.
- Advertently placing students and/or in a dangerous situation.
- Falsifying or altering school records.
- Possessing weapons or firearms on school property or during school activity.
- Violating the school's equal opportunity or harassment policies.
- Unauthorized use of school property.

In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the Principal as soon as possible and at least 10 calendar days before the effective date of resignation.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the Grievance section of these policies.

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### EXIT INTERVIEWS

All employees who leave employment at Qued Charter Elementary School will take part in an exit interview with their supervisor to reflect upon their challenges and growth while employed at Qued Charter Elementary School. Information shared during an exit interview will be treated as confidential and acted upon in a timely and appropriate manner.

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**APPENDIX P:  
FACILITY REVIEW CHECKLIST FOR USE OF RELIGIOUS FACILITIES**

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**FACILITY CHECKLIST FOR USE OF RELIGIOUS FACILITIES**

**Instructions:**  
*The following checklist is intended for use in reviewing the operation of a charter school which is situated in or around a church or other religious facility. If all of the statements below may be confirmed, the site may be certified for use. However, if any of the statements cannot be confirmed, a further analysis will need to be completed to determine if there are constitutional problems, and what remedial measures must be taken to ensure compliance with constitutional requirements. Following each statement to be confirmed, the examples that are provided herein are illustrative only and are not intended as an exhaustive list of potential facts or situations which may arise.*

1.	<p>There are appropriate signs outside and inside the facility which clearly distinguish the charter school as a separate entity from the religious facility.</p> <p><u>Guidance Tip:</u>  <i>Outside of any facility shared by a school and a religious institution, a sign should be located in a prominent place at or near the entrance to the facility which indicates the charter school is located on the site or in the religious facility. For example, if a school were to be located on the second floor of a religious facility, the following language could be utilized: "The XYZ Charter School, a public school, is located on the second floor of this facility."</i></p> <p><i>Upon entering the facility, a directional sign or signs should be clearly displayed indicating the entrance to the school.</i></p>	• • yes	• • no
<p><b>If no, explain:</b></p>			

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<p>2. The lease of the area of the facility used by the charter school primarily for the delivery of instruction to which pupils have regular access does not contain religious symbols, posted religious messages, pictures, books or writings which indicate a preference for religious beliefs.</p> <p><i>Guidance Tip:</i>  <i>Statues of Jesus, the Virgin Mary, or like religious symbols, a crucifix, religious or biblical references, pictures or writings should not be publicly displayed in areas frequented by students. If such items do appear, they should be covered up or removed during regular school hours.</i></p>	<p>•• yes</p>	<p>•• no</p>
<p>If no, explain:</p>		

<p>3. The School's space is not being utilized by the religious facility or its employees during the school day for any purpose.</p> <p><i>Guidance Tip:</i>  <i>Space used for instructional or operational purposes (i.e., the school office, counseling office, etc.) should not be physically shared by the school and representatives of the religious facility during school hours. Pupils and parents should be capable of transacting with school employees without being required to address church personnel within the facility.</i></p>	<p>•• yes</p>	<p>•• no</p>
<p>If no, explain:</p>		

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<p>4. During the school day, there are no visible or audible religious activities ongoing at the facility that convey a message of endorsement by the school of any religion.</p> <p><b><i>Guidance Tip:</i></b>  <i>If religious activities are ongoing at the site during school hours, these activities must be distinguishable from those of the school. For example, a Bible study could not be concurrently held in the same classroom where regular instruction occurs. Additionally, if a pastor's sermon could be overheard in a classroom or over a loudspeaker in classrooms during the school day, modifications of the space would need to occur.</i></p>	<p>•• yes</p>	<p>•• no</p>
<p>If no, explain:</p>		
<p>5. The presence of employees of the religious facility at the School during the School day does not interfere with the School's operation and does not convey a message of endorsement of religion.</p> <p><b><i>Guidance Tip:</i></b>  <i>If employees, volunteers, or clergy of the religious institution are required to access school space during the school day, such access should be minimal and non-disruptive to the school activities.</i></p>	<p>•• yes</p>	<p>•• no</p>
<p>If no, explain:</p>		

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<p>6. <b>The lease/operation agreement does not contain conditions upon which the religious institution may exercise control over the school operations or its curriculum.</b></p> <p><i><b>Guidance Tip:</b></i>  <i>The lease should reflect an arms length landlord tenant-relationship wherein the religious institution exercises no control over what is taught and generally how the school's program is operated.</i></p>	<p>•• yes</p>	<p>•• no</p>
<p><b>If no, explain:</b></p>		

DATED: \_\_\_\_\_ Reviewed By \_\_\_\_\_

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